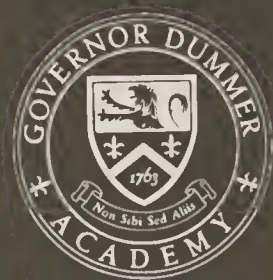


Governor Dummer Academy



1994-95



Governor Dummer Academy

Byfield, Massachusetts 01922
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Governor Dummer Academy does not discriminate on the basis of race, color, religion or national or ethnic origin in admissions or in the administration of school programs.



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From the Headmaster

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"To suggest that Governor Dummer is concerned solely with academics...would be misleading. The Academy's centuries-old motto, 'Non sibi sed aliis' (Not for self but for others'), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds".



M

assachusetts Bay Colony Lieutenant Governor William Dummer donated his home and lands in 1763 “for the excellent and beneficent design of instructing and educating youth” in preparation for college. Until the end of the eighteenth century, college meant one specific school — Harvard — and Governor Dummer Academy provided approximately one quarter of Harvard’s student body.

Today, 231 years later, Governor Dummer Academy continues to adhere to the Governor’s principles of comprehensive preparatory education in the arts, sciences, history and languages. Just as there has been tremendous advancement in all those areas over the years, Governor Dummer Academy has advanced and expanded; Harvard is now only one of many fine colleges and universities to which GDA sends its graduates.

The modern Governor Dummer Academy includes SCIENCE 2000, an innovative national model program that makes learning biology, chemistry, physics and earth and space science more investigative, interactive and relevant to students’ lives. Another current program, called Cooperative Learning, incorporates all academic areas with the concept that students learn more through cooperation than competition.

To suggest that Governor Dummer is concerned solely with academics, however, would be misleading. The Academy’s centuries-old motto, “Non sibi sed aliis” (“Not for self but for others”), reflects our commitment to teaching more than hard facts and cold figures. Here students learn how to think, analyze information and put those skills to work to make greater contributions to their worlds.

At the heart of a GDA education is the “Governor Dummer Experience,” which our alumni cherish their entire lives. It is something that includes a solid grounding in academics and preparation for college, but does not end there; it is about becoming part of a close-knit, vital, caring community of students and teachers who share common goals; and it is about forming ideas, values and friendships through cooperative dormitory living, extracurricular activities and spirited athletic competition.

We invite you to visit our magnificent campus, meet our students and teachers, explore our facilities and discover our extraordinary and enduring approach to the crucial secondary school years.

Peter W. Bragdon

Peter W. Bragdon, Headmaster



Overview

The Milestone is Governor Dummer Academy's oldest and most enduring symbol. Dated 1708--and reputed to be among the oldest in America--it was designed to mark the distances to Boston and Newburyport along one of the colonies' most important arteries. It stands today, as it has for centuries, as a totem past which graduating classes march as they complete their Governor Dummer educations.





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overnor Dummer Academy founded the preparatory school tradition in America, and today continues to define excellence in secondary education.

Founded in 1763 under the will of Massachusetts Bay Colony Lieutenant Governor William Dummer, GDA today embodies both 231 years of tradition and an ageless capacity for innovation. It is at once linked with great historical figures including John Hancock (who signed the Academy's charter), Paul Revere (who struck its seal) and John Quincy Adams (who recorded its first six years of trustees minutes), and devoted to pioneering programs including its SCIENCE 2000, which is redesigning science curricula for the nation's secondary schools.

Under the aegis of its first celebrated headmaster Samuel Moody, the Academy educated several heroes of the American Revolution, congressional leaders and Samuel Phillips, founder of the Phillips academies at Andover and Exeter. In the two centuries since its founding, Governor Dummer Academy has prepared thousands of students for success in college and later life by adhering to its essential boarding school tradition of fostering close student-teacher relationships.



"GDA provided me with opportunities outside the classroom that weren't available at another school: editing a weekly school newspaper, volunteering at a Special Olympics tournament and running on New England Championship track and cross country teams."

*Tim O'Keefe '94
Davidson College*



Peter W. Bragdon, appointed the Academy's 26th headmaster in 1983, oversees a "community of learners" that includes both teachers and students who are always seeking to answer the fundamental question, "How do people learn?" This emphasis and constant re-examination helps keep Governor Dummer's curriculum at the forefront of American education. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy, maintained throughout the centuries: small classes and individual attention.



Consistent with the teachings of Master Moody, Governor Dummer Academy today shapes its academic mission within the doctrine that character and conduct are significant aspects of a secondary education. The Academy's Cooperative Learning concept, athletic competition and extracurricular activities all encourage group work among students to develop and promote team skills that are critical in future schooling and careers.

The Academy also places great importance on cultural, sociological and ethnic diversity among its students. At present, the 340-member student body represents 18 U.S. states and 16 countries worldwide. The Academy maintains active national and international outreach programs designed to locate prospective students from various regions and backgrounds. An equally active scholarship program provides that diversity is not inhibited by economic circumstances.

Governor Dummer Academy's location on the ancestral 600-acre Dummer farm, 33 miles north of Boston, offers students myriad opportunities. The Academy is linked to the ocean, five miles due east, by the Parker and Mill rivers that border the campus. The surrounding forests, marshes and nearby Plum Island Wildlife Refuge provide both a natural laboratory for scientific exploration and numerous recreational possibilities.



The Academy's proximity to Boston, one of America's cultural centers, also contributes significantly to a GDA education. Teachers and students regularly make the 40-minute drive to Boston to attend the theatre, ballet, opera, symphony and other arts and entertainment events.

Another key to Governor Dummer Academy's extraordinary longevity and success is its tradition of adherence to balanced budgets. The fact that the Academy has operated within a balanced budget for more than 20 years has allowed it to maintain and expand the academic offerings and facilities that benefit students most. The Academy's strong financial standing — which includes a healthy and steadily growing endowment-also makes it possible for GDA to embark on major academic building projects currently in their planning stages.



The Faculty

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"The kick I get from teaching is intensely personal. It's the wonderful feeling of knowing a student has enjoyed working with me, both of us feeling pride in accomplishments that we attribute, gratefully, to each other."

*William Quigley
Department Chair, History*





S

ince the time of Master Samuel Moody, the Academy's first schoolmaster, Governor Dummer Academy has maintained and nurtured a tradition of excellence among its faculty members. That tradition comprises three integral parts that all adhere to exceptionally high standards: academics, personal integrity and generosity of spirit.

Diverse in their talents and varied in their interests, the 62 men and women of the GDA faculty perform a variety of roles. In addition to being classroom instructors, they are dormitory parents, coaches and advisors. In a larger sense, they are leaders in this community of learners — the guides, mentors and advocates, dedicated to the advancement of Governor Dummer's students.

The master teacher's commitment to GDA students does not end at the close of the academic and athletic schedules each day. Because 80 percent of the faculty members live in the dormitories and nearby faculty housing, they remain constantly available to their students and advisees. This constant presence, central to the GDA master teacher tradition, fosters the Academy's strong sense of community.



Just as Governor Dummer Academy strives to challenge its students intellectually, it likewise challenges its faculty members to continue and expand their educations — a practice that both enhances GDA academically and sets a positive example for students. Thirty-eight master teachers currently hold advanced degrees; most, with the Academy's support and encouragement, are pursuing further studies in their areas of expertise.

Governor Dummer Academy is dedicated to maintaining — and continuing to build — its fine faculty. Recognizing that the task of attracting top men and women requires GDA to compete with other highly regarded institutions, the Academy's trustees, during the past decade, have constructed a dozen new faculty homes and apartments. Moreover, they have created three new faculty chairs and allocated more than \$5 million from the Academy's recently completed capital campaign for the enhancement of faculty salaries.



"It's a wonderful life that I get to lead: my role as teacher constantly provides me with teaching opportunities and, more importantly, learning opportunities. Life with our students is never tiresome (tiring certainly as I try to keep up with their energy and enthusiasm); I always feel challenged as I try to answer the hows, whys and whens of their questions, which lead me to new answers and questions and allow us to share new experiences as a class, a dorm or a team."

*Elaine White
Department Chair, English*



Academics

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The Thorndike Hilton Cup was established by Governor Dummer Academy's Class of 1919 in memory of their classmate, Thorndike Hilton. It is awarded each year to the ranking scholar in the senior class.



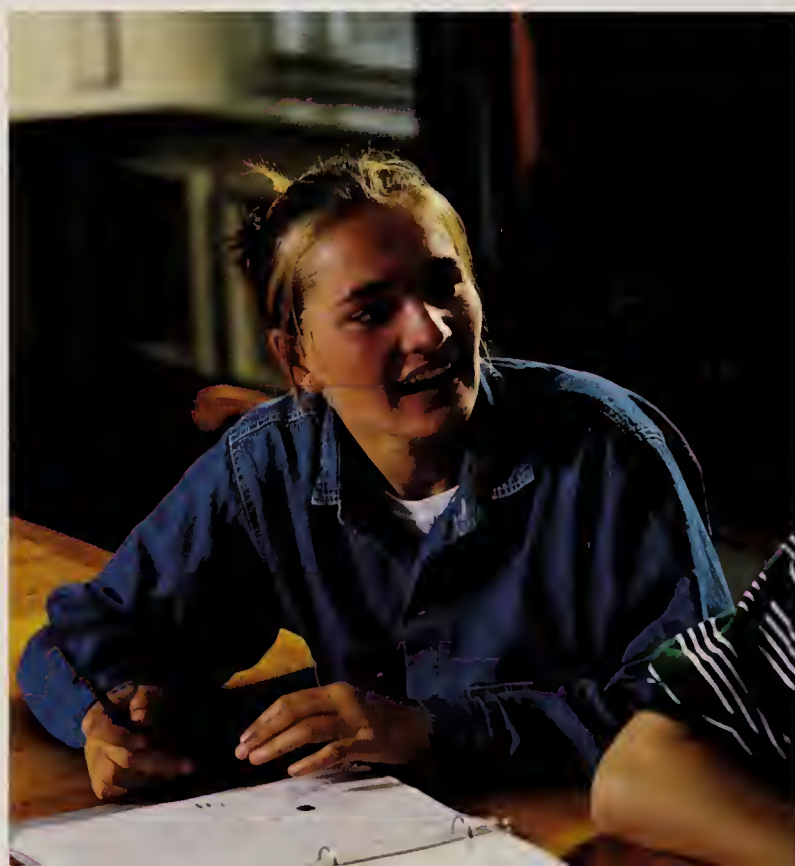


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overnor Dummer's academic program reflects the Academy's emphasis on providing both the substance and structure to prepare students for college. The Academy's core curriculum equips students with a solid liberal arts education in classes that consist of approximately 12 students each. In addition, GDA offers a variety of collateral courses designed to spark and satisfy students' interests. (A full listing of courses is included in this catalog.)

At Governor Dummer Academy, the emphasis is on teaching students, rather than merely teaching subjects. This educational model, which values each student's comprehension, is supported by a recent, intensive, two-year internal study. The results of that study include a re-assertion of GDA's long-held belief that mastery takes precedence over coverage in the classroom. Class periods, therefore are 60 and 90 minutes to allow for greater subject mastery, collaborative learning and student-teacher interaction.

Classes meet Mondays, Wednesdays and Fridays or Tuesdays and Thursdays to compensate for the longer class periods. Combined with the Academy's longstanding tradition of close student-faculty relationships, this program enhances learning at GDA while preparing students for their transitions to college life, in which self-reliance is essential.



Governor Dummer's master teachers have found that students learn more readily when they are challenged, coached and allowed to discover facts through hands-on work in many subjects. This fact has been demonstrated clearly by the Academy's recent successes in the sciences and its Collaborative Learning and Sophomore Writing programs.

Unique to GDA's curriculum is the SCIENCE 2000 program, an interdisciplinary course developed jointly by the Academy and Tufts University. The program, required for all freshmen, exposes students to biology, chemistry and physics, with emphasis on laboratory work, environmental field work and computer literacy.

The Academy offers honors, accelerated and Advanced Placement courses in English, science, mathematics, U.S. history, studio art, French, German, Spanish and Latin. Successful completion of these courses often allows students to register for upper level college classes upon enrollment.

Each student normally carries five subjects — five major courses or four major courses and a one semester course. The course selection process is a joint effort that involves the student, his or her parents, advisor and the Academic Dean. Each student's strengths, abilities and needs are considered carefully to determine the best possible course of study for him or her.

Students must successfully complete the following core courses in order to receive a Governor Dummer Academy diploma:

- four years of English
- three years of mathematics
- three years of a foreign language
- two years of history
- two years of science
- one year of Introductory Fine Arts
- a one semester fine arts course



"As an exchange student, I had planned to spend only one year at Governor Dummer, but I liked the community and the classes so much that I decided to go back for another year. Also, when I went back home and visited classes there, I found I was at least a half a year ahead of my former classmates!"

*Savina Sasserath '95
Moenchengladbach, Germany*



Students meet weekly with their advisors to discuss their progress in both academic and non-academic areas. At the conclusion of each of the school year's four quarters, advisors send students' grades and teachers' reports to parents. This close, personal attention to each student's academic, athletic and social advancement ensures that individual requirements are met, and that potential weaknesses are prevented from becoming problems.

The Academic Dean publishes the names of students whose successful efforts have earned them the distinction of being on the honor roll and high honor roll. Since 1934, Governor Dummer Academy also has been a member of the Cum Laude Society, which is modeled on Phi Beta Kappa and recognizes true scholarship. Headmaster Peter W. Bragdon, president of the GDA chapter, inducts top ranking seniors into Cum Laude each year, based on their outstanding academic work.

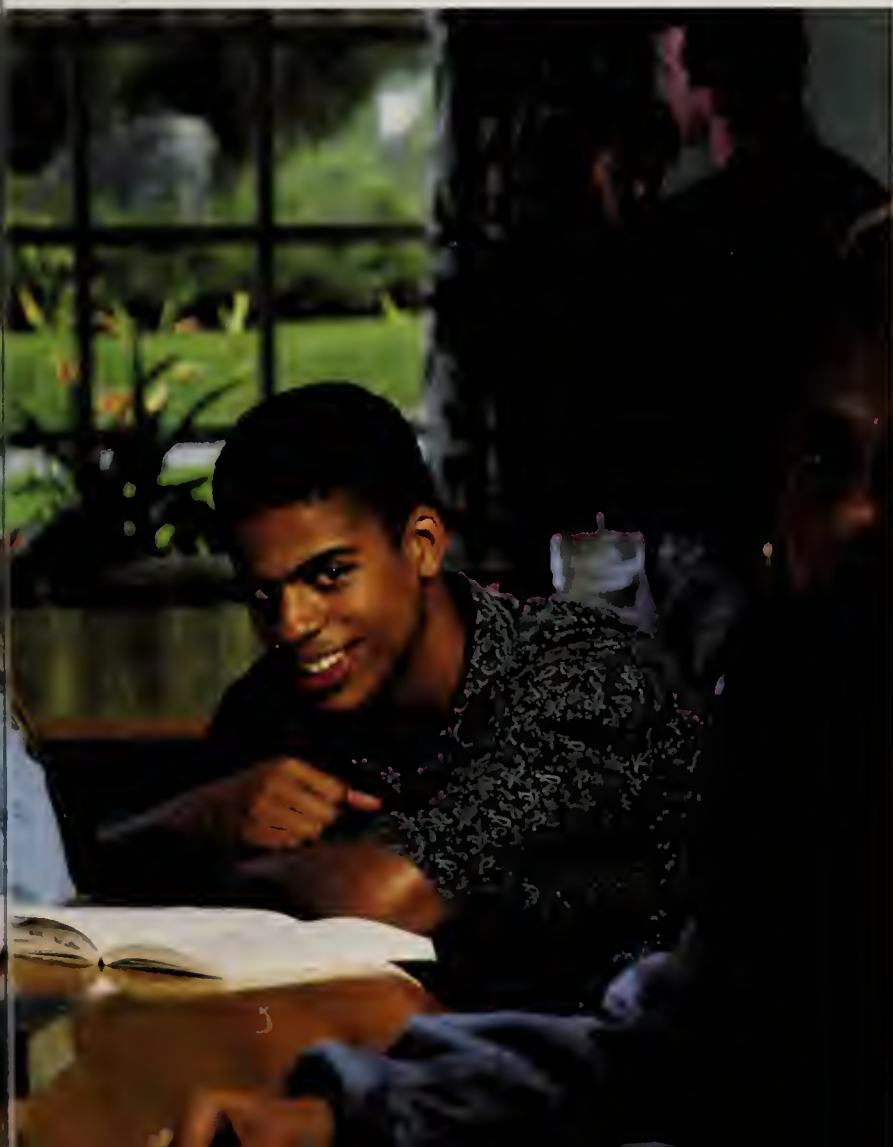
"At Governor Dummer, I never saw myself as a first-generation immigrant from China, but as a member of a diverse student body who offered his own part of the world to the community. I enjoyed Governor Dummer because it offered me not only small classes and excellent facilities, but also the warmth of a community."

*Chunbai Zhang '94
Haverford College*



The Academy's academic facilities are located in six classroom buildings. The Schumann Science Center houses lecture rooms and laboratories for the study of biology, chemistry, physics and earth and marine science. The Academy's science computer facility is headquartered in nearby Noyes Library. Parsons Schoolhouse is the locus of GDA's mathematics and foreign language departments, containing the Wang-Goodhue Computer Center, the language laboratory and classrooms. The history and English departments are centered in the Frost Building, which also contains GDA's 18,000-volume main library (with access to several million more volumes through computer database technology), microcomputer-based writing laboratory and Academy archives.

The Kaiser Visual Arts Center houses the Academy's photography lab and art and ceramics studios, in addition to the Carl Youngman Gallery, where student and professional work is displayed. The Thompson Performing Arts Center contains GDA's auditorium, music practice rooms, electronic music studio and studio/classroom for jazz band and music history and theory classes.



The Arts

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At Governor Dummer , every student is encouraged to explore his or her creative potential, to discover untapped resources of artistic talent and thereby achieve greater self-awareness and confidence. This process begins with a thorough exposure to a broad variety of arts, both visual and performing.





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overnor Dummer Academy has long maintained that a thorough exposure to the arts is an essential part of a secondary education. The Academy offers a rich and diverse selection of courses in the visual and performing arts, including both required and optional studies.

All freshmen take a basic survey course, Introduction to the Fine Arts, which exposes students to a different artistic discipline each quarter while stimulating their continued interest. An additional one semester arts course is required for graduation, although — with the Academy's encouragement — students often pursue further artistic interests on an extracurricular basis.

In the field of performing arts, students may select among courses including music history and theory, electronic music and improvisation, as well as voice and dance, all taught by conservatory-trained instructors. A two-semester independent study in the performing arts also is offered for students demonstrating special interest. Several times during each academic year, the Academy hosts performances by GDA student groups including "The Big Wind" and "The Slight Breeze" jazz bands, the Academy Chorus and the Academy Chamber Ensemble. The Music Guild, a student-organized group, produces several additional concerts annually on campus.

"The music program at Governor Dummer offers a broad variety of musical opportunities for all students, from Jazz Band to Chamber Ensemble to optional individual lessons. It gave me an opportunity to pursue my musical interests and lead a group. It's great, whether you just enjoy music or you plan to minor in it in college, as I do."

*Rahul Sivaprasad '94
Whittier College*



Courses offered in the visual arts include art history, studio art, ceramics and photography, in addition to a two-semester independent study. The Kaiser Visual Arts Center is the heart of visual arts activity at Governor Dummer, providing separate studios for each of the three major disciplines. The center is available throughout the week and weekend so that students may continue to explore their talents during off-hours.

The Carl Youngman Gallery, located in the Kaiser Visual Arts Center, presents several student and professional exhibits each year for the instruction and enjoyment of both the GDA community and the public.

Energetic and talented thespians find expression at Governor Dummer through three major theatrical productions each year. Fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior who has demonstrated interest, ability and commitment to dramatics. Recent and acclaimed GDA productions have ranged from works by Sophocles and Edward Albee to Cole Porter.

In recognition of the fact that dramatics provides important training in collaborative work — for actors and technical crew alike — participation in productions is offered as an alternative to athletics in the Governor Dummer Afternoon Activities Program.

GDA students also pursue their dramatic interests off-campus, through working with local professional groups including the various members of the Newburyport arts community. They may also attend professional performances in Boston on a regular basis.

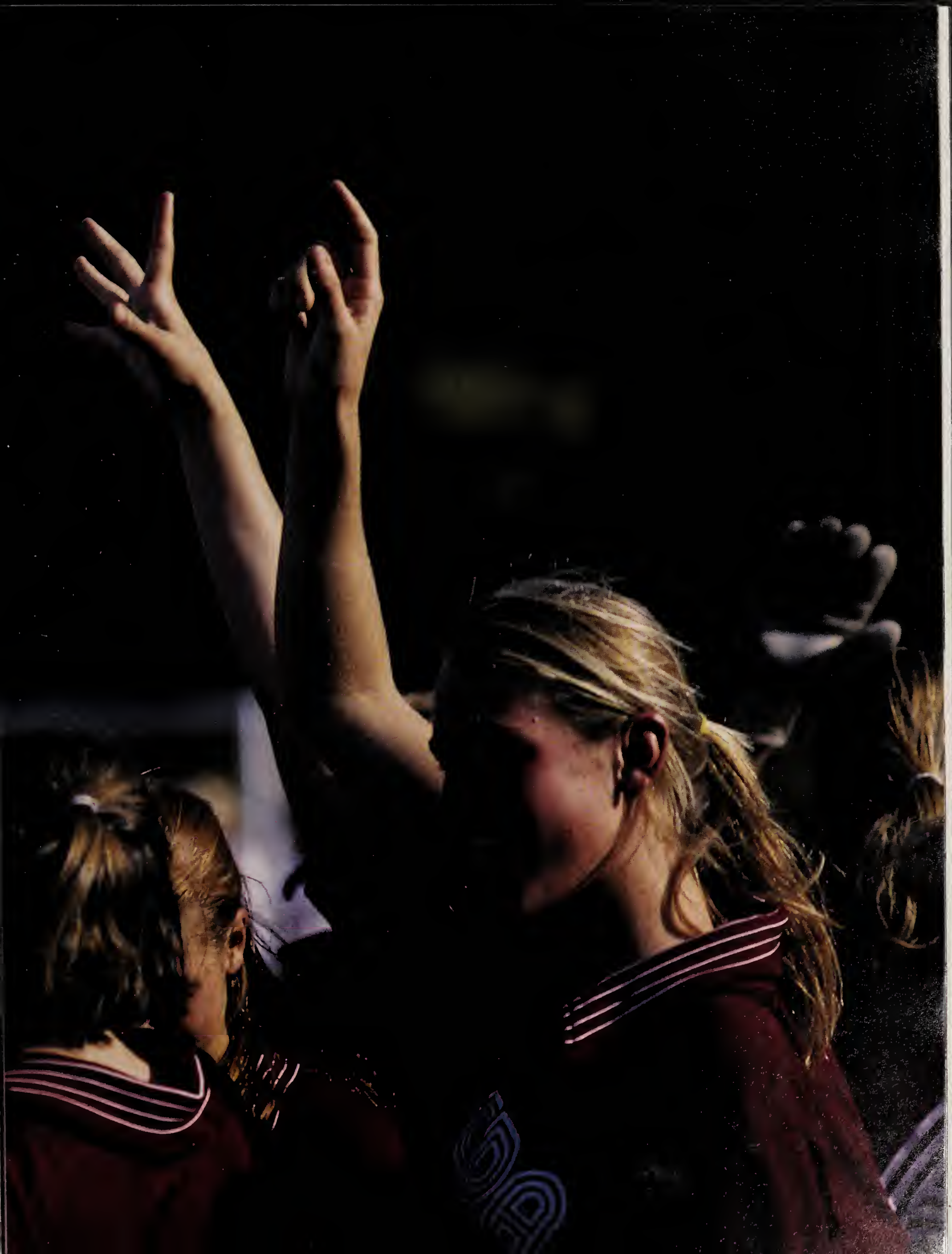


Athletics & Afternoon Activities

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While the general areas of activity differ widely from one another, there is an important element that they share: All teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.





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fternoons at Governor Dummer Academy are reserved for activities that take place outside the classroom, but are nonetheless integral to the complete GDA education.

Governor Dummer offers a wide range of afternoon activities that exposes every student to athletics, dramatics, dance and community service. All students are required to participate in the afternoon program, which is designed to allow each student to experience and excel in his or her own areas of interest. The availability of options is related to each student's class level.

While the general areas of activity differ widely from one another, there is an important element that they share: all teach group skills and cooperation, which are essential to students' academic careers and their lives beyond school.

Athletics

The Academy has long maintained a belief in the value of competitive team sports, which instill confidence and promote fitness while teaching sportsmanship and providing an important physical outlet. GDA provides a full slate of interscholastic varsity and junior varsity sports in all three seasons, including:

Fall: football, field hockey, and men's and women's soccer and cross-country

Winter: wrestling, volleyball, dance and men's and women's basketball and hockey

Spring: baseball and men's and women's lacrosse, track, tennis and golf



GDA also offers club skiing in the winter. Additionally, students with demonstrated talents in sports not specifically offered — riding and skiing, for example — may be permitted to pursue those interests after submitting proposals to the Director of Athletics.

Among the Academy's athletic facilities are the new 48,000-square-foot Carl A. Pescosolido, Jr. field house, featuring tennis, volleyball and basketball courts and a running track; Alumni Gymnasium, with its "Eagle" fitness center, training room, dance studio, wrestling room and locker rooms; the Murphy-Frost Area, housing a covered ice hockey rink, tennis courts and dressing rooms; and hundreds of acres of playing fields, including cross-country courses, tennis courts and a nine-hole golf course.

The "Governors" are coached by faculty members who engender enthusiastic sportsmanship among team members on the playing fields and pride among their schoolmates cheering from the sidelines.



"Governor Dummer gives students so many different areas in which to test themselves. Everyone has a chance to find his or her own spotlight. For some, that might be on the athletic field, while for others it might be in the classroom or on the stage. I went to GDA just to get an education; little did I know there'd be so much more!"

Rebecca Vieira '94
Harvard College



.....Dramatics

Like athletics, the production of the Academy's three major dramatic productions each year cultivates students' collaborative skills. The dramatics program, therefore, is offered as an alternative to certain athletic requirements.

The Academy Players' fall and winter performances are directed by the faculty's Director of Drama, while the spring play traditionally is directed by a senior class member selected for his or her interest, ability and commitment to dramatics. The group's recent productions have included everything from classic tragedy to modern comedy.

Every member of the production team takes on several responsibilities, ranging from acting and building sets to creating programs and selling tickets; all make equal contributions dictated by interest, ability and willingness to work.

.....Community Service

Consistent with the Academy's motto "Non sibi sed aliis" ("Not for self but for others"), GDA maintains a unique Community Service program that allows both the students and residents of the surrounding area to reap the benefits of volunteerism.

Faculty organizers oversee the program that has placed Academy student volunteers in activities ranging from tutoring homeless youths to reading to the elderly and teaching handicapped children. Each year, the Academy also hosts a Special Olympics soccer tournament, which is organized and run by students in the Community Service Program. At the conclusion of the term, students prepare individual reports on their projects, which are reviewed by the Director of Community Service.

Offered as an afternoon activity and cited as a graduation requirement for all students, the Community Service program is among the most highly regarded programs at Governor Dummer Academy.



..... Dance

The Academy's modern dance program, offered during the winter term, provides a popular afternoon activity that teaches coordination, kinesthetic awareness and expression as well as cooperation. Participants in the co-educational program, which is directed by a professional instructor, practice daily in the Alumni Gymnasium dance studio. Their season is culminated with a modern dance recital performed for the GDA community in the Thompson Performing Arts Center.

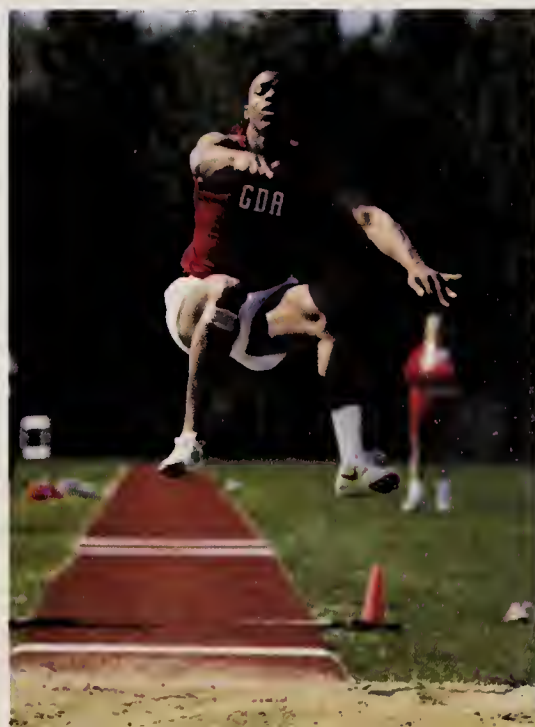
.....Special Activity Term

Juniors and seniors may pursue self-directed projects during two of the three seasons in lieu of athletics. Like the athletic and Community Service programs, special term activities are designed to involve students for the duration of an entire season. These special activities, which have included environmental studies on the nearby Parker River, a study of leadership development and various artistic endeavors, are selected before the start of each season by students who have researched and prepared detailed proposals. Students involved in the program meet weekly with faculty advisors and maintain detailed journals on their projects. The Director of the Afternoon Activities program later reviews students' final reports, which detail the results of their work. A positive evaluation is required for graduation.



"The teachers are very helpful, always available and on campus. I have met so many people from all over the country and the world whom I don't think I would have met if I hadn't gone to GDA. Since I have been separated from my family and friends in Sarajevo, I have really come to value the support and sense of family that is such a part of Governor Dummer Academy."

Ksenija Topic '95



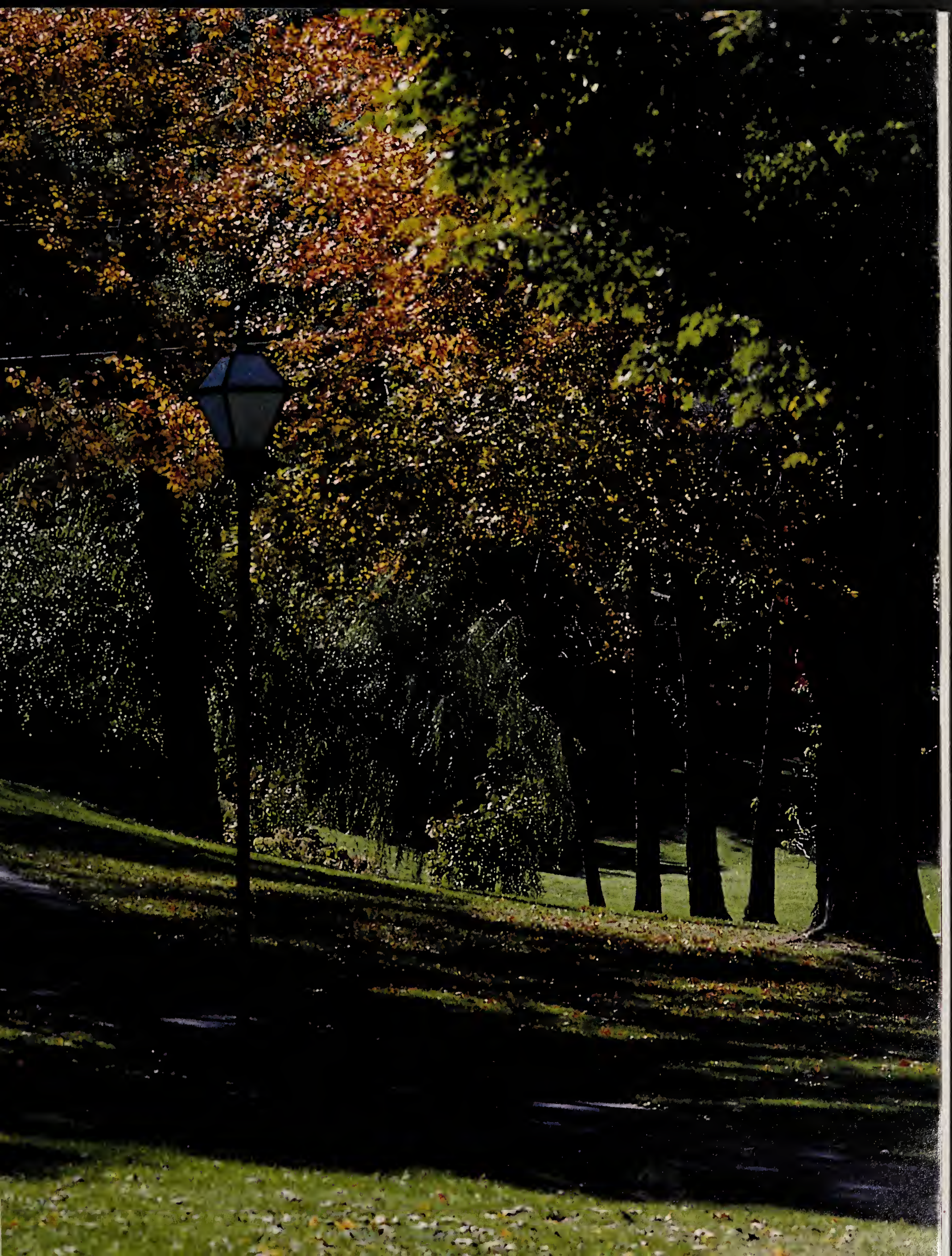
Life in the GDA Community

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The Morse Flag was first awarded at Governor Dummer Academy's 150th Commencement on June 9, 1913. It has been awarded each year since then to a senior whose record in all respects has met with the highest approval of the faculty.

According to the trust established by the late Rev. Glenn Tilley Morse, a long-time friend and trustee of the Academy, a new flag is provided each year in order that the flag that has flown over the school during the past year may be given to a member of the graduating class.





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ttending Governor Dummer Academy means becoming a member of a close-knit community of students and faculty members who share activities ranging from breakfast to evening study hall each day.

The Academy community operates on a seven-day day schedule and places a high priority on participation and achievement by all of its members. Boarding and day students learn to manage their time and plan weekdays and weekends to allow adequate time for academics, extracurricular interests and leisure activities.

The entire school convenes each day at 7:45 a.m. for announcements, presentations and acknowledgments at Morning Meeting. On Wednesday mornings, the community meets in the Moseley Chapel for a brief talk by a student, faculty member or guest speaker. Rather than a worship service, this is a time for the sharing of ideas, feelings and beliefs.

The academic day begins at 8 a.m. and continues until 3:05 p.m. It is followed by the various components of the Afternoon Program, including athletics, dramatics and community service.

After dinner each evening, there is a two-hour activity period in which many of the Academy's clubs and organizations hold regular meetings. The library and arts and computer facilities are all open during this time so that students may work or explore personal interests.

An evening study hall, with quiet hours starting at 7:00 p.m., follows the activity period Sunday through Friday. Students work at their desks in their dormitories under the supervision of dormitory parents and student proctors. Study and bed times are determined by grade level.

Weekend activities spring naturally from the interests and desires of the people who make up the Governor Dummer Community. Throughout the year there are various optional and compulsory academic, social, cultural and athletic events on campus. On Friday evenings, students often attend the

theatre and symphony in Boston, fulfilling their GDA Humanities requirements. Other students may take in a cultural event in Newburyport or remain on campus to enjoy a concert, play, film, lecture or other presentation. Several times each year the Carl Youngman Gallery in the Academy's Kaiser Visual Arts Center hosts Friday night receptions for new art exhibits.



"I really appreciate Governor Dummer's 'homey' atmosphere. More than once, I've been in a crisis and I've run to a teacher for help and encouragement. The family-oriented campus makes Governor Dummer my home away from home."

Naomi Odell '96



Regular academic classes are not held on Saturday mornings at GDA in order to provide "hands-on" time for special interests. The photography lab and ceramic and art studios are open then, as are the music rooms and the Academy's computer facilities. Drivers' education and typing classes are available at those times. Students also may chose to take GDA shuttle vans to nearby Newburyport.

Most students spend Saturday afternoons participating in or viewing the Academy's athletic contests, held both on campus and at other New England schools. Saturday night activities are planned by the students' Social Committee, and regularly include dances, films, plays and talent shows.

Among Governor Dummer's unique traditions is the Saturday night open house at the headmaster's residence. Headmaster and Mrs. Bragdon open the historic 1713 Mansion House to the entire GDA community for ping pong and pool in the basement, chess and Trivial Pursuit in front of the living room fireplace, an old movie on video in the study and pizza, ice cream and conversation around the kitchen table.

Sundays at Governor Dummer Academy have less formal structure than other days, and students spend their time alternately relaxing, pursuing personal interests and preparing schoolwork for the week. Faculty members routinely use Sundays to take students on informal trips to Boston, New England ski areas and other nearby points of interest. The master teachers also drive students to local religious services of various denominations.

Boarding students discover that life in the dormitory provides an additional avenue for personal growth. Dormitories become second homes, places where students and faculty members from diverse backgrounds share friendships that evolve naturally from living closely and cooperatively. Students derive a new appreciation for trust, responsibility and respect through the dormitory experience, which also is extended to day students who wish to spend occasional weekend nights at GDA.



Students in all grade levels who are interested in taking on leadership roles find ample opportunity within the Governor Dummer community. The Academy runs on the commitment, energy and example set by student leaders who are Community Council and Student Union officers, dormitory and library proctors, editors of the yearbook, newspaper and literary magazine and chairs of clubs and organizations. Each of these organizations has a faculty advisor who can help provide guidance and direction for group activities. Among the clubs and organizations at GDA are:

The Academy Singers

Amnesty International

Art Club

Chapel and Convocation Committee

Community Council

Community Service

Computer Club

Cricket Club

Cum Laude Society

Drama Club

Food Committee

French Building Proctors

French Club

German Club

The Governor (newspaper)

Governor Dummer Academy Honor Society

Governor's Brass Quartet

International Club

Jewish Fellowship

The Milestone (yearbook)

Mansion House Proctors

Outing Club

Peer Tutoring Club

Photography Club

Project Reach-out

Red Key

Ski Club

Smith & Company Dancers

Social Committee

Spanish Club

The Spire (literary magazine)

Theater Club

Thespian Society

Tour Guides

Rules at Governor Dummer, as in any society of individuals with diverse interests, are vital to the effective functioning of the community. Students learn that their adherence to the community's rules determines the climate and tone of their school. Of the six major school rules, paramount at GDA is the honesty rule, which demands complete integrity in all matters, personal, academic and social. The other major rules, governing more specific conduct, carry significant weight; transgression of any of these can lead to dismissal from the Academy. These and other specific regulations are detailed in the Student Handbook, which every GDA student receives.



.....Guidance and Health Care

Governor Dummer Academy recognizes that students' needs sometimes encompass more than academics, athletics and extracurricular activities. The Academy therefore maintains a broad support system that encourages students to share their personal issues with their teachers, dormitory parents, peers and advisors in an atmosphere of warmth and confidentiality.

As advisors, GDA faculty members are mentors, confidants and advocates who make themselves available to all students. In addition to the formal advisor system, under which students and faculty members meet regularly, students may find help through the Academy's Counseling Group, which is composed of several experienced and trained faculty members led by the Director of Counseling.

Governor Dummer's Big Brother/Big Sister Program forges important links among peers and assists incoming students in adjusting to their new environment. Senior dormitory proctors, chosen for their responsibility, sensitivity and generosity, also help in guiding students through the inevitable conflicts of adolescence.

The Director also conducts regular seminars in human relations and sexuality, drug and alcohol abuse, divorce and eating disorders.

The Academy also maintains the Duncan Health Center, which is staffed by registered nurses 24 hours each day, to meet students' medical needs. The 12-bed facility permits initial evaluation of health questions at all times.

The school doctor makes regularly scheduled visits to the Academy three days a week for problems that do not require emergency care, and is available at all other times. If conditions require further attention students are taken to the Anna Jaques Hospital in nearby Newburyport.



"Governor Dummer Academy was the perfect choice for our children. It has exceeded all our expectations."

George and Coreen Scharfe with their daughters Kirsten, Molly '95 and Gretchen '95.



College Counseling

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When Governor Dummer Academy was founded in 1763, the process of college admissions was simplified by the fact that choices were limited to a small handful of schools. More than two centuries later, Governor Dummer maintains a full-time College Counseling Office to guide students through the myriad choices available to them in higher education.





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he Academy has maintained its tradition of preparing students academically and socially for college for more than two centuries. During that time, the number, variety and geographical diversity of colleges attended by GDA graduates has increased dramatically.

In order to meet the highly specialized demands of college admissions, Governor Dummer Academy maintains a full-time office staffed by professionals well-versed in that field. The college counseling office is overseen by Director of College Counseling Janet Adams-Wall, who has nearly 20 years experience working with students, parents and faculty advisors to evaluate individual academic progress and guide students toward their college and career goals. As a dormitory parent, student advisor and advisor to the various clubs and organizations on campus, Ms. Adams-Wall remains close to the students throughout their GDA careers.

Students have their first formal consultations with the Director in the junior year, when individual conferences are arranged for students and parents. After a careful assessment of the student's progress, the Director recommends consideration of several colleges and courses of study appropriate to the individual's needs and ambitions.



Several times during the year, the director meets with the entire junior class to discuss college admissions, plans and strategies. Each student is given a copy of GDA's College Counseling Handbook, which describes the admissions process and answers students' questions about College Board Examinations, interviews, recommendations and related subjects. A College Day program, featuring a prominent college admissions officer as guest speaker, is presented for the benefit of students and their parents. Students also attend a college fair, where they meet with representatives from highly selective colleges, in the spring of their junior year.

In the fall of the senior year, students begin applying to the colleges they have selected. The Director guides the seniors through the completion of this process, remaining available for further consultation to ensure that each student matriculates at a college that suits his or her specific needs.

More than 100 representatives of colleges and universities around the world visit the Academy annually to meet with Governor Dummer students and offer further admissions and curriculum guidance. GDA also maintains a college resource center that includes a computerized database offering information on colleges, occupations and financial aid. A laser network, providing videotaped views of more than 200 college campuses, compliments the Academy's extensive library of college catalogs and viewbooks.



"By empowering me with confidence, courage and a keen respect for diversity, Governor Dummer Academy taught me at a young age that I had the ability to make positive and significant differences in the lives of others. The GDA faculty gave me the confidence to form my convictions and develop my own theories while preparing me for the rigors of law school."

*Kara Moheban '88
Boston University Law School*

PARKER RIVER

Ocean (4 miles) →

Thurlow's Bridge

Farmhouse

La Factorie

Whipple Field

Evans Cottage



Boynton House

MIDDLE ROAD

Parking

Huggins Track & Field

Morgan Tower

Morgan Cottage

Carl A. Pescosolido, Jr.
Field House

Sager Bowl

Morse Field

Navins Field

French Student Center

Parking

Perkins Dormitory

Bookstore

Sunset Hill

Noyes House
(faculty)

The Milestone

Parsons

The Mansion House

Frost Library

Moody House

Little Red School House

Kaiser Visual
Arts Center

Thompson Performing
Arts Center

Parking

Phillips Building

Moseley Chapel

Pelice Hall

Schumann Science Center

Noyes Library

Mason Cottage

Duncan Health
Center

Footbridge

Ingham Dormitory

FACULTY LANE

Navin

Mercer Home

ELM STREET

GOLF COURSE

To Boston (33 miles)

NEWBURYPORT TURNPIKE (U.S. RT.1)

The oldest college preparatory boarding school for boys in America, Governor Dummer Academy was founded in 1763 through the will of Massachusetts Bay Colony Lieutenant Governor William Dummer. Co-educational since 1971, the Academy is a community of learners in which a carefully designed curriculum prepares students for success in college and continued learning throughout their lives. Through the framework of liberal arts, GDA students are inculcated with essential information, inspired by their teachers' enthusiasm and then encouraged to explore their corollary interests in the spirit of continuing discovery. This process, which prepares students to meet and benefit from opportunities throughout their lives, is achieved through adherence to two abiding precepts of Governor Dummer Academy: maintained throughout the centuries: small classes and individualized attention. Underlying these goals is the Academy's deep commitment to community service articulated in the GDA motto: "Non sibi sed aliis - Not for self but for others."



GOVERNOR DUMMER ACADEMY

BYFIELD, MASSACHUSETTS
ESTABLISHED 1763

Curriculum & Course Descriptions

Academic Requirements For Diploma

I. Credits

- A. Successful completion of 16 credits including required courses
- B. Two-semester majors = 1.0 credit; minors and one-semester majors = 0.5 credit.
- C. Transfer credits require approval of the Academic Dean.
- D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

II. Distribution Requirements*

- A. **English**—courses 11-12, 21-22, 31-32 and one in each semester from the 40s series
- B. **Mathematics**—courses 11-12, 21-22 and 31-32 or 35-36
- C. **Social Studies**—U.S. History and a two-semester course prior to U.S. History
- D. **Foreign Languages**—courses 11-12 and 21-22 in any one language
- E. **Sciences**—2 two-semester majors (including Science I if entering freshman year) also SC10 Health, if entering freshman or sophomore years
- F. **Fine Arts**—Introduction to the Fine Arts in freshman year; thereafter, one course in art, ceramics, music, photography or theater

III. Minimum Credit Load Per Year*

- A. freshman year—5.5 credits
- B. sophomore year—4.75 credits (20% of class carry 5.5)
- C. junior year—4.5 credits (85% of class carry 5.0 and 10% carry 5.5)
- D. senior year—4.5 credits (55% of class carry 5.0 and 20% carry 5.5)

IV. Other Requirements And Constraints*

- A. Participation in the Humanities and Community Service programs is a diploma requirement.
- B. Programs for years 10, 11 and 12 must include at least four major courses in each semester. The freshman year program is fixed at five major courses and one minor course.

- C. Seniors must pass all year-long and semester-length courses in the second semester regardless of total credits accumulated prior to the senior year.
- D. In year-long courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.
- E. Students may not drop without penalty, change or add courses after three weeks into any semester. Seniors may not drop any second-semester course after January 1st (earlier for Early Decision acceptances).
- F. Two-semester courses and Language 31-32, 41-42 and 51-52 may not be discontinued at midyear or during the summer except by graduation.
- G. Any student not meeting minimum academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.

**Note: Exceptions to these specific requirements can be made only by the Academic Dean, who consults with the Department Chair and the Advisor, upon written petition from the student and family.*

Course Offerings And Explanatory Notes

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to juniors and seniors considering participation in the Senior Spring Projects Program.

Course designations consist of a course number and a descriptive title, such as MA21-22: Geometry. An odd number is generally offered only in the fall semester, even numbers in the spring semester. A course with a single number, such as HS41: Chinese History, is a complete course in one semester. A two-number course, such as SC21-22: Biology, is a year-long course requiring

enrollment in both semesters. All courses listed in these pages are major courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as minor courses (0.25 credit per semester).

Special Sectioning

The Governor Dummer curriculum does not use "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. However, there are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for students with outstanding strengths and high motivation.

Accelerated sections exist in the science and foreign language programs. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections. Accelerated sections of introductory biology indicate a full year of chemistry has already been studied, and the course therefore assumes more knowledge than the regular sections.

Honors sections in upper-level mathematics and United States History signify more demanding sections of these courses. The "honors" designation in English (seniors only) and in science must be earned by selection and enrollment in special seminars (EN 81-82 and HS81-82) concurrent with the regular course.

Many courses at the upper levels are designated as Advanced Placement (AP) courses or sections. The Advanced Placement Program of the College Board is designed to offer greater challenges through rigorous courses to able and ambitious students. It also provides a means of recognizing outstanding commitment and achievement; success on AP exams in May can earn college credit or advanced placement at the college entered. All students in AP courses are required to take AP exams. Those courses that traditionally produce students who succeed on the exams are designated as AP courses.

Students are selected for special sections on the basis of past achievement and evidence of commitment to learning, tested ability, departmental recommendations and student requests. When a special section is oversubscribed, the department chair and Academic Dean review the list for final enrollment decisions. On occasion, a scheduling conflict may preclude a particular student's participation in a special section.

College Entrance Requirements

Since most Academy students plan to attend college, college entrance requirements must be kept in mind when selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. The College Handbook and the catalogues of the individual colleges are sources of information, as are the departmental notes throughout this book.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and a foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior year and, when possible, to qualify for inclusion in accelerated, honors or AP sections.

Since many colleges require candidates to take the SAT II College Board (formerly called Achievement Tests) - in addition to the SAT I - in at least three different areas (usually English; mathematics; and one in foreign language, American or European history or science) by December of the senior year, courses should be chosen with this in mind. Our students normally take these on two dates: in June of the junior year and in December of the senior year. A few sophomores find it advantageous and are advised to take one or two SAT II tests upon completion of the appropriate courses.

Choosing A Program Of Study

Decisions concerning the selection of courses—made in consultation with the student's advisor—must account for the factors mentioned above. Choices made at the end of the freshman and sophomore years have a very important impact in the two crucial years—junior and senior—in the college admission process.

English Department

EN 11-12: Freshman English (two semesters) This course is designed to help the students develop sound, individual writing styles and gain confidence in their own evaluations of literature. The literature is organized around two core books: *The Odyssey* in the first semester, and *Romeo & Juliet* in the second semester. Students will study other genres of literature, particularly poetry, short stories and the novel in conjunction with the exploration of themes of family, adolescence and honor in *The Odyssey* and *Romeo &*

Juliet. Students will also study vocabulary weekly, a practice that will continue through a student's four years at Governor Dummer. Students will practice writing critical analyses, personal and creative essays, plays and poetry through weekly compositions.

Grammar will be studied formally and prescriptively through exercise correction and rewriting of student essays. Competence examinations in grammar, punctuation and usage will be given in this course, and will be repeated in varying forms and at varying periods throughout a student's four years of English.

EN 21-22: Sophomore English (two semesters) The first semester of this course will be devoted almost entirely to composition practice and development. Formal and prescriptive work in grammar and punctuation will be combined with workshop techniques in process writing to encourage peer criticism, prewriting, rewriting and conferencing with teachers. Students will study and practice the form of the argumentative essay throughout the year. Students will be expected to pass a competency persuasive essay paper as part of the first semester exam. During the remainder of the year, students will undertake the study of two literary genres—poetry and drama. Lengthy assignments in outside reading will broaden through literature students' consciousness and desire to read. Competence examinations will concentrate on grammatical terminology and the elimination of various kinds of sentence errors and structural irregularities.

EN 31-32: Junior English (two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of written form and style. Assigned reading carefully defines such archetypes as comedy, tragedy, romance, irony and satire; and it introduces longer and more complex examples of the genres studied in the sophomore year—poetry and fiction. Drama is examined for its theatrical and literary value. Along with classical writings, a number of important literary works—*Huckleberry Finn*, *Walden*, *The Great Gatsby* and *Death of a Salesman*—are used to study literature and attitudes that seem peculiarly American.

Senior English: To fulfill the English requirement, each senior will select one fall- and one spring-semester course from those listed as the 40s series on the pages that are produced separately in the month of May.

These courses are designed by individual senior teachers to deepen the study of a particular writer, theme, genre or historical period, and a number of them are new each year. Samples of past courses are printed below:

Creative Writing Workshop Although students will be asked to write, initially, in each major form—the poem, short story, drama and essay—they will then be encouraged to work at length and in depth in one form of their own choosing. There will be three class meetings and one individual conference each week. At the end of the spring, an anthology including the best of each student's writing will be published.

"A Foray Into Modernism": What's going on in the twentieth century? Is the "self" finally being realized, or are we merely reaping the whirlwind? Does anyone really know? Should we know? Can we know? In this foray into "modernism," we will try to get a handle on the twentieth century by reading some of the best British and American literary minds of the first half of the century. We will also investigate the visual and musical arts for a short time to see how they reflect the spirit of the age. Authors read will include Conrad, Yeats, Hardy, Eliot, Joyce, Woolf, Beckett and Owen.

Because of scheduling difficulties, first and even second choices are not always possible to arrange; the four priorities for each semester should be clearly indicated on the student's special Senior English registration sheet in May.

EN 51-52: AP Senior English (two semesters) This course is designed as a first-year, college-level English course. Students will study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students must maintain a B+ average in Junior English to be eligible to take this course. It will meet for an additional class period each week, and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May.

Mathematics Department

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of

algebra, geometric objects, sound arguments and first exposures to functions, graphing, problem solving and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations and experience applying appropriate concepts and strategies in given situations.

MA 11-12: Algebra I (two semesters*) This is a logical development of a first course in algebra - the foundation - emphasizing basic concepts, understanding and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

**Note: A special section of MA 11 will be offered in the spring semester for those requiring a fresh start in Algebra I. Students will be required to complete MA 12 during the ensuing summer before entering Geometry (MA 21-22) the next September.*

MA 21-22: Geometry (two semesters) Students are introduced to Euclidean Geometry in this course. The challenge of solving problems using the components of deductive structure and employing traditional, coordinate and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

MA 31-32: Algebra II with Trigonometry (two semesters) This is an intermediate course that redevelops the concepts of MA 21-22 and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real and complex number systems; and introductions to exponential, logarithmic and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to solving real world applied problems. (Students are ready for the Math Level I Achievement Test after MA32.)

MA 35-36: Honors Algebra II (two semesters) This honors course offers deeper coverage of the topics considered in MA31-32 and introduces sequences, series and probability. Students are likely to continue to MA 47-48

and MA 57-58; some will move to MA 45-46 and MA 53-54. (Enrollment requires departmental recommendation. Students are ready for the Math Level I Achievement Test after MA36.)

Placement in all higher mathematics courses is decided by the department.

MA 41: Finite Mathematics (fall; half-credit) Topics from linear functions and relations, elementary matrix algebra and linear programming—both graphical and simplex methods—are investigated, along with review of some rudimentary material. Emphasis is placed on modeling real world problems. The course is intended for students not yet ready for the traditional track (pre-calculus), but for whom more mathematics will be useful in business and social science studies. A traditional pre-calculus course should follow this course prior to the study of calculus in college. (Seniors only. Students are ready for the Math Level I Achievement Test in the winter.)

MA 42: Probability and Statistics (spring; half-credit) Through the study of elementary combinatorics, probability and descriptive statistics, students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians and the like who bombard us with “evidence” for taking their positions. (The target audience is the same as that for MA 41, and juniors who complete MA 32 in the fall. Students are ready for the Math Level I Achievement Test in June.)

MA 43-44: Algebra III (two semesters) This course is intended for juniors and seniors who have already completed Algebra II but need strengthening and reinforcement before the Mathematics Department deems them ready to proceed to pre-calculus. Topics in algebra, trigonometry, probability and statistics will be explored, as well as other special mathematical projects. (Students are ready for Math Level I Achievement after MA 44.)

Note: The two pre-calculus courses—MA45-46 and MA47-48—continue the traditional route from arithmetic through algebra and analysis to calculus, either in high school or college. Pre-calculus reviews and extends

both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I Achievement Test if taken in December, and Math Level II Achievement Test at the June session.

MA 45-46: Pre-calculus (two semesters) The traditional route, this is a review and extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction and elementary probability. Some introduction to the ideas of calculus is also included. This first course beyond the Academy's requirement is strongly encouraged as the goal for all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics. (MA 51-52 is the usual sequel.)

MA 47-48: Honors Pre-calculus (two semesters) This honors course offers deeper coverage of the material developed in pre-calculus, along with additional topics. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates and vectors will be included in the course. In the last third of the course, students will start AP calculus and complete differential calculus of polynomial functions. (AP Calculus is the usual sequel.)

MA 51-52: Applied Calculus (two semesters) The target audience for this course includes those students who have completed the pre-calculus course but are not deemed ready for the Advanced Placement Calculus courses (below) or have chosen not to take on the extra commitment implied in the Advanced Placement courses. Topics covered will be introductory limit theory, continuity, differential and integral calculus of elementary functions and graphing. An emphasis will be placed on applied real-world problems from business, physical science and life sciences. (MA 45-46 or MA 47-48 is a prerequisite.)

MA 53-54: AB-Calculus (Advanced Placement; two semesters) This introduction to calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formal-

ism, and applications to graphing and economics, physical sciences and life-sciences. (MA 47-48 is the usual prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 57-58: BC-Calculus (Advanced Placement; two semesters) In addition to the material covered in AB-Calculus and not already covered in MA 48, topics include limit theory (via sequences and epsilon-delta), continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors and parametrics. (MA 47-48 or MA 53-54 is a prerequisite. The Advanced Placement Exam administered in mid-May is required.)

MA 61-62: Advanced Topics in Mathematics (two semesters; minor course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from calculus and problem solving. In this way the student's background will be broadened before beginning a major in mathematics.

MA 63-64: Advanced Topics in Mathematics (two semesters; major course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

CS 20: Topics in Computers (fall; half-credit) This course examines computers as tools for the mind: It is an extension of the mind that allows humans to be more productive and more inquisitive. Incorporating the history, anatomy, uses and misuses of computers, the course's lectures will cover the evolution and design of computer hardware, while an integrated lab will introduce students to the major software tools that can benefit their academic, personal and career efforts. Emphasis will be placed on micro-computers, with focus on word-processors, spreadsheets, data bases and graphics. The underlying philosophy is that exposure to computer applications currently is a more universal need than programming skill. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

CS 40: Pascal Programming (spring; half-credit) This is an introductory course in computer programming using the Pascal language on the Macintosh computer. The course covers such topics as top-down design, modularity in program, repetitive and conditional execution, parameter passing, recursion and some sorting techniques. Simple data structures such as arrays and record types will be covered along with an introduction to stacks and queues. The focus of the course will be structured programming style. Some discussion on the problems and limitations of numerical applications using the computer will be included. There are no prerequisites for this course, but it is essential that the student be familiar with the concepts of algebra. (Sophomores, juniors and seniors; enrollment limited to 14 each semester)

Notes:

1. The Mathematics Department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business degrees will need to study mathematics in all four years.
2. Placement in courses subsequent to Geometry will be determined by the Department's recommendation. Exceptions require written permission of the chairman and the current teacher.
3. Students who have completed Pre-calculus (MA45-46 or 47-48) are advised to take the Math Level II Achievement Test. Those who are only half-way through Pre-calculus or at the end of Algebra II and Algebra III are advised to take the Math Level I Achievement Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I (B+ or better) who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the sophomore year with the approval of the Advisor, the Department Chairman and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II when trying to accelerate a full year in the mathematics program.
5. Students completing the mathematics requirement prior to the junior year who wish to terminate MA 43-44 or

the study of mathematics must earn departmental approval on Level I Achievement or enroll in MA 45-46. Only very special circumstances would warrant approval of termination of mathematics study before the senior year.

6. Students enrolled in any of the following upper-level courses may not discontinue these year long commitments at semester break in January: MA 43-44, MA 45-46, MA 47-48, MA 51-52, MA 53-54, MA 57-58, MA 61-62 and MA 63-64.
7. Students will be required to have a scientific calculator (e.g., Casio fx-115D) throughout the mathematics program. Beginning with MA 31-32, they will be required to use an advanced scientific graphing calculator made by Texas Instruments - the TI 82. Computer software packages in spread sheets, graphing programs and statistics programs will also be woven into the program's curriculum.

History And Social Studies Department

HS 11-12: Heritage and Identity (two semesters) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. A different topic is studied in-depth each quarter: ancient Greece, ancient Rome (and their influence on Western civilization); the Holocaust (using the Facing History and Ourselves curriculum); and an examination of local, national and world geography that focuses on environmental issues as well as the student's own sense of roots and place. (Normally in freshman year)

HS 21-22: Modern European History (two semesters) This course selects events and themes of major importance and examines them from the perspectives of various disciplines, from historical analysis to literature and film. Films, documentaries and books, including *Animal farm*, *All Quiet on the Western Front* and *One Day in the Life of Ivan Denisovitch*, will be examined. Economic and social changes resulting from the Scientific and Industrial revolutions, the rise of the middle class and labor, the Enlightenment and Marxism will be studied in the first quarter. The second quarter features the French and Russian revolutions, while nationalism, the unification of Germany, imperialism and The Great War are the focus of the third quarter. The fourth quarter will deal with totalitarianism, from

Hitler to Stalin and the legacy of communism's collapse in Europe. (Normally sophomores and juniors)

HS 31-32: United States History (two semesters) This chronological survey focuses upon significant governmental, social and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays and research and write a 10-15-page thesis. (Prerequisite: two semesters of history. Junior or senior years)

HS 33-34: AP United States History (Advanced Placement; two semesters) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents and analytical work in political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May, and to write a major research paper. (Departmental approval is required. Junior or senior years)

Note: All remaining History Department courses are generally limited to one section.

HS 37: Post-War America (fall; half-credit) From Yalta to Megatrends This course will cover the dramatic emergence of the United States following the World War II, through the impending Cold War, Vietnam and Watergate. We will also consider America in the '80s under President Reagan and conclude by speculating about the future. (HS31-32 or HS33-34 is a prerequisite. Especially suitable for American History Achievement Test preparation as a senior.)

HS 39: Women's Issues in American History (fall; half-credit) This course will chart the struggle for women's equality beginning with the colonial period and ending with the modern feminist era. Issues to be examined will include women's suffrage, women's educational opportunities, abortion rights and equality in the work place. (Prerequisite: HS31-32 or HS33-34)

HS 41: Modern Chinese History (fall; half-credit) The course examines the collapse of "traditional China," the rise of Communist China and the agonies it has undergone as it has attempted to join the twentieth-century world. (junior or senior years)

HS 44: African History (spring; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (junior or senior years)

HS 48: Middle Eastern History (spring; half-credit) This course will emphasize the political history of the Middle East during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (junior or senior years)

HS 51: Macroeconomics (fall; half-credit) This course undertakes a detailed study of the national economy. Production, savings and investment, consumption, inflation, unemployment and income distribution are studied closely. The tools of economic science are examined, as well as traditional demand and supply analysis. The thoughts and theories of Adam Smith also are investigated. Students also write several case studies and participate in a stock market project. (junior or senior years)

HS 52: Microeconomics (spring; half-credit) In this course the student will undertake a detailed examination of firms and industries within the world and national economy. Prices and allocation, the market in movement, market failures, as well as the operation of firms under varying forms of competition are studied from theoretical and practical standpoints. The lives and works of economists are investigated, with special emphasis placed on the works of John M. Keynes and Karl Marx. Students also write several case studies and participate in a stock market project. (junior or senior years)

HS 64: Introductory Psychology (fall and spring; half-credit) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. Students interested in taking the AP exam in psychology should take this course in the spring. (senior year only)

HS 65: From Slavery to Freedom (fall; half credit) This course will take a multidisciplinary approach to an examination of the African-American experience, from slavery through the Harlem Renaissance of the 1920s. Films, music and visual art will also be brought into the classroom. The main text, *From Slavery to Freedom*, by John Hope Franklin and Alfred Moss, will be accompanied by readings from slave narratives, *The Autobiography of an Ex-Colored Man*, by James Weldon Johnson and *The New Negro*, by Alain Locke. (Prerequisite: U.S. History)

HS-66: The Struggle for Equality (spring; half credit) This course traces the struggle for racial equality and civil rights in American society from the 1930s to the present day. The readings for the course will include Howard Sitkoff's *The Struggle for Black Equality*, *My Soul is Rested* by Howell Raines and *There Are No Children Here* by Alex Kotlowitz. In addition, there will be readings in literature and poetry, and viewings of such films as the *Eyes on the Prize* documentary series. (Prerequisite: U.S. History)

Foreign Language Department French

FR 11-12: French I (two semesters) This course introduces basic French communication skills, both oral and written. Basic grammar is presented, along with an introduction to French civilization and readings. Most course work is conducted in French, and the Language Lab is used.

FR 21-22: French II (two semesters) This course reviews and extends the goals of first year French. Most course work is conducted in French, and the Language Lab is used.

FR 31-32: French III (two semesters) In this course the work in basic communications skills is continued, while the student is introduced to French literature and history. Most course work is conducted in French. Departmental approval and substantial summer work are required in order to advance to FR41-42.

FR 33-34: Accelerated French III (two semesters) This course is a more rigorous and intensive version of FR31-32 described above. It is designed for the more motivated and capable foreign language student. Successful completion of this course prepares the student for the (optional) French Achievement Test and for the fourth year level.

FR 41-42: French IV (two semesters)

Emphasis in this course is placed on an intensive review of vocabulary and grammar, work on essay writing, translation, preparing and delivering speeches, memorization and reading from current publications. Most course work is conducted in French. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in French will have the designation "AP" added to their transcripts and will be required to take the exam.

FR 51-52: French V (two semesters)

The description for this course is the same as that for FR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in French will have the designation "AP" added to their transcripts and will be required to take the exam.

FR 91-92: French Independent Study (two semesters; minor course)

This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of a Foreign Language Department instructor at the time of registration (i.e., prior to June 1, 1995). (Note: This course is not open to native speakers.)

German**GR 11-12: German I** (two semesters)

Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are considered. Most course work is conducted in German, and the Language Lab is used.

GR 21-22: German II (two semesters)

Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students also develop a broader, more confident active command of the language. Readings serve to introduce students to more idiomatic expressions. Most course work is conducted in German and the Language Lab is used.

GR 31-32: German III (two semesters)

Concentrated work in communication skills and grammar highlight this course. The student is also introduced to German civilization, history and literature. Films and outside speakers also are part of the course.

Completion of this course prepares students for the German Language Achievement Exam (optional).

GR 41-42: German IV (two semesters)

This course includes an intensive review of grammar, regular writing assignments, discussion of current events and a survey of German literature. Most course work is conducted in German. Students will be accepted into the Advanced Placement Examination program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in German will have the designation "AP" added to their transcripts and will be required to take the exam.

GR 51-52: German V (two semesters)

The description for this course is the same as that for GR 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students will be accepted into the Advanced Placement Examination program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in German will have the designation "AP" added to their transcripts and will be required to take the exam.

GR 91-92: German Independent Study

(two semesters; minor course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of a Foreign Language instructor at the time of registration (i.e., prior to June 1, 1995). (Note: This course is not open to native speakers.)

Latin**LT 11-12: Latin I** (two semesters)

This course presents basic grammar and vocabulary. Elementary Latin readings are considered, and much work on translation takes place. An introduction to Roman life is part of the course.

LT 21-22: Latin II (two semesters)

The study of basic grammar and translation continues in this course. Students progress from

reading edited Latin toward selections from *Julius Caesar*. An introduction to mythology is part of the course.

LT 31-32: Latin III (two semesters)

In addition to an intensive review of grammar and vocabulary, readings from Cicero, Ovid and other authors are studied and discussed. Also included is an introduction to Latin verse. Completion of this course prepares the student for the Latin Achievement Test (optional).

LT 41-42: Latin IV (two semesters)

This course continues to emphasize grammar and vocabulary review. The first semester's focus is on Vergil's *Aeneid*. During the second semester, a selection of readings from Vergil, Catullus, Horace and other authors are studied and discussed. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Latin will have the designation "AP" added to their transcripts and will be required to take the exam.

LT 51-52: Latin V (two semesters)

The description for this course is the same as that for LT 41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Latin will have the designation "AP" added to their transcripts and will be required to take the exam.

LT 91-92: Latin Independent Study (two semesters; minor course)

This individualized literature tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of a Foreign Language Department instructor at the time of registration (i.e., prior to June 1, 1995).

Spanish**SP 11-12: Spanish I** (two semesters)

This course introduces basic Spanish communication skills, both oral and written. Basic grammar is presented, along with an introduction to hispanic civilization and readings. Most course work is conducted in Spanish, and the Language Lab is used.

SP 21-22: Spanish II (two semesters) This course reviews and extends the goals of first year Spanish. Most course work is conducted in Spanish, and the Language Lab is used.

SP 31-32: Spanish III (two semesters) In this course the work in basic communications skills is continued, while the student is introduced to Hispanic literature and readings about Spain and Latin America. Most course work is conducted in Spanish. Departmental approval and substantial summer work are required in order to advance to SP41-42.

SP 33-34: Accelerated Spanish III (two semesters) This course is a more rigorous and intensive version of SP31-32 described above. It is designed for the more motivated and capable foreign language student. Successful completion of this course prepares students for the (optional) Spanish Achievement Test and for the fourth year level.

SP 41-42: Spanish IV (two semesters) The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be required to take the exam.

SP 51-52: Spanish V (two semesters) The description for this course is the same as that for SP41-42. The syllabus is alternated from year to year so that students at both levels can study in the same "class" without duplication. Students will be accepted into the Advanced Placement Examination Program with departmental approval. Those opting to do the necessary independent study in order to prepare for the Advanced Placement Exam in Spanish will have the designation "AP" added to their transcripts and will be required to take the exam.

SP 91-92: Spanish Independent Study (two semesters; minor course) This individualized literature tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent of a Foreign Language Department instructor at the time of registration (i.e., prior to June 1, 1994). (Note: This course is not open to native speakers.)

Native Speakers: Native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the Department. Should a native speaker elect to take a foreign language, it must be a language other than the student's native language.

Notes:

1. Students considering the major liberal arts colleges should plan to take at least three years of one foreign language. Colleges are impressed by students who take the full sequence of one language.
2. Students should be at the third-year level or higher before taking a College Board Achievement Test in a foreign language.
3. Students beginning a language at GDA will find the language available through the fourth-year level. The Academy also tries to hold to a policy of offering as advanced a level as students require.

Science Department

SC 11-12: Science 2000 (two semesters; required of all freshmen) An interdisciplinary study of the major scientific disciplines and the central unifying themes of science that will provide the background and skills necessary for further study of chemistry, biology and physics. Emphasis is placed on laboratory work and field studies of the local environment as well as the development of computer literacy and environmental awareness.

Upper-Class Science Courses

SC 10: Health (one quarter; minor course) The focus of this course will be the acquisition of health knowledge and decision-making skills which will encourage students to promote wellness, avoid injury and prevent disease. In learning to appreciate one's role in the health and well-being of self, family and community, students should acquire life long healthy habits and practices.

SC 21-22: Biology (two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, unity, interaction and continuity of life. The student is introduced to the nature of science through biological models. (sophomore, junior or senior years)

SC 23-24: Accelerated Biology (two semesters) An introductory biology course emphasizing the relationships among living things at each level of organization. Laboratory

work illustrates and emphasizes these relationships. (Prerequisite: one year of chemistry. Also recommended: physics. Sophomore, junior or senior years)

SC 25-26: AP Biology This college-level course is designed to offer greater challenges for able and ambitious students in the field of biology. Students enrolled in the course are required to take the AP Biology exam in May.

SC 27: Ecology (one semester; half-credit) This study is a second-year biology course based on the concept of the ecosystem. The biology of individuals and communities will be treated in class and in the laboratory. (Prerequisite: one year of biology and one year of chemistry or physics, completed or being studied concurrently. Junior or senior years)

SC 28: Marine Science (one semester; half-credit) This study is a second year science course considering the basic principles of biology as they relate to the oceans. Consideration also will be given to the geology, chemistry and physics and ecology of marine systems. (Prerequisite: one year of biology and a year of chemistry or physics - completed or being studied concurrently; junior or senior years)

SC29: The Human Brain and Drugs (one semester; half-credit) This course will include five sections: Development, Motor Control, Anatomy, Disorders and The Effect of Drugs on the Nervous System. The laboratory represents an integral part of the course, which includes exercises in all major disciplines. (Prerequisite: one year of biology and a year of chemistry or physics completed or being studied concurrently; junior or senior years)

SC 31-32: Chemistry (two semesters) This course presents a general introduction to chemical theory and laboratory procedures. (sophomore, junior or senior years)

SC 33-34: Accelerated Chemistry (two semesters) An introductory course for students with strong aptitudes and a strong interest in science, this course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than the regular sections of chemistry. (sophomore, junior or senior years)

SC 37-38: Advanced Chemistry (two semesters; minor course) This course offers a review and further development of the first year chemistry course, followed by projects or topics chosen by the students and the instructor. During the spring term, students will participate in an ongoing research project investigating physical and chemical characteristics of the Parker River ecosystem. (Prerequisite: One year of chemistry; junior or senior year with permission of the Department)

SC 41-42: Physics (two semesters) This course is designed for the student who probably won't pursue science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. At the completion of the course, students should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (junior or senior year)

SC 43-44: Accelerated Physics (two semesters) This is an introductory physics course covering traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. The course includes outside activities such as Amusement Park Physics and Physics Olympics. It is not intended to be an AP course, but is a prerequisite for Advanced Physics. (junior or senior year.)

SC 47-48: Advanced Physics (two semesters; minor course) This course presents a review and continuation of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, relativity and quantum mechanics — in short, modern physics. This course is especially useful to students planning to take the Physics Achievement Test in December. (Prerequisite: One year of physics; generally senior year, with permission of the Department)

SC 51: Electricity I (one semester) This is a course in DC and AC network analysis. Resistive, capacitive and inductive elements are examined in various circuits. The course has a heavy laboratory orientation and is particularly useful for those studying chemistry and planning to study physics. (sophomore, junior or senior years)

SC 54: Electricity II (one semester) This is a programmed, independent-study course in advanced circuit analysis, tubes and transistors and basic electronic devices such as power supplies, amplifiers and oscillators. (junior or senior years)

SC 81-82: Science Honors Research Program (two semesters) This "extra credit" program applies to any science course. A research project - including readings, laboratory work, a paper and a defense - is available to students with the approval of their current science teachers and the Department. Successful participation produces an accounting in the year for the primary course and attachment of the designation "Honors." This provides the student the opportunity to do some science.

SC 91-92: Independent Study in Science (two semesters; minor course) This program requires planning with and written consent of a Science Department instructor at the time of registration (i.e. prior to June 1, 1995).

Notes:

1. Students contemplating the study of science, engineering or medicine in college should include chemistry, biology and physics in their programs. They should plan to take College Board Achievement Tests in at least one science and mathematics.
2. Potential science, engineering and pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.
3. Potential science, engineering and pre-med majors who plan to study each of the three basic science courses are advised to follow this sequence: chemistry, physics, accelerated biology. Advanced minor courses in chemistry and/or physics are strongly recommended.
4. In all cases, students should follow the recommendations of the Science Department. Any deviation from these recommendations must be approved by the chairman of the Science Department.

Note: The remaining offerings, except for Introduction to the Fine Arts and Performance, are not open to freshmen.

Fine Arts Department

FA 11-12: Introduction to the Fine Arts (two semesters; minor course) Students are introduced to the world of fine and perform-

ing arts through both historical and applied, creative experiences. The course considers choral work, music, theater and movement and two- and three-dimensional visual arts/drawing. It also provides exposure to the faculty of the Fine Arts Department. There is a student charge for materials of \$12. (Required of all freshmen)

Visual Arts

VA 21: Animation Course This is an introduction course for students who are interested in learning the process of making an animated film. Students will be introduced to animated filmmakers, as well as different types of animation. They will be required to make storyboards, write scripts, edit and put sound to films. The major part of the course is involved in completing a three-minute film.

VA 31: Ceramics Studio (fall or spring; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from "Raku" to wheel-throwing, glazing and kiln use. Two-hour classes meet twice a week. There is a student charge for materials of \$50. (Limited to one section per semester.)

VA 41: Photography Studio (fall or spring; half-credit) This is a basic studio course in black-and-white photographic techniques, with emphasis on visual perception and expression, the camera and darkroom skills. A 35-mm camera (with adjustable aperture and shutter speed and a light meter) is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. Ninety-minute classes meet twice a week. There is a lab fee of \$35, and students typically spend another \$75 to \$100 for personal photographic supplies. (Seats reserved in equal numbers for all three upper classes)

VA 51: Introductory Studio Art (fall or spring; half-credit) This course is designed for the student who wishes to explore art and is curious to learn about the creative process and his/her own imagination. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and graphic techniques and three-dimensional design. Projects will be assigned in the following media: pencil, block print and acrylic painting. Student work will be shown in both annual student exhibits. One-hour classes

meet four times per week. A lab fee of approximately \$30 covers the cost of supplies. (Limited to one section per semester)

VA 53: Intermediate Studio Art (spring; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. One-hour classes meet four times per week. Work is required for exhibit. A lab fee of \$30 covers the cost of supplies. (Prerequisite: VA51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.)

VA 57-58: Advanced Studio Art (Advanced Placement; two semesters) This course is for the student who has a serious commitment to the arts and is interested in fulfilling Advanced Placement requirements. Along with studio work, students will be required to do readings from artists' essays and other related readings. Occasional papers are required. Considerable independent work is expected, in addition to in-class assignments. Students will devise their independent programs, conceive and carry out the projects. The first semester will be devoted to working with the human form, using a life model. Emphasis in the first quarter will be on drawing, and a medium of the student's choosing in the second. The second semester will consist of student projects in two media, meeting with departmental approval. The course involves two hours of supervised work and three hours of independent work per week. A lab fee of \$60 covers the cost of supplies. (Permission of the Department and VA53 are normal prerequisites.)

VA 91-92: Independent Study in Visual Arts (semester long; minor course) This course presents individual study in a topic as arranged by the student in consultation with an instructor from the Department prior to June 1, 1995 for semester one and prior to December 1, 1995 for semester two. A lab fee of \$30 covers the cost of supplies. (Prerequisite: VA51)

Performing Arts

PA 21: Electronic Music Composition (fall or spring; half-credit) This course is designed to allow students to be creative in the world of sound. The electronic music studios are substantial, including various synthesizers, computers, samplers, effect processors and two-, four- and eight-track tape decks. No

musical or electronic background is required, but it is helpful. (Limited to one section each semester)

PA 23-24: Chamber Ensemble (two semesters; minor course) In this course, students will learn and perform chamber music. Music will be drawn from standard and contemporary repertoire. The ensemble will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Chamber Ensemble is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a chamber musical instrument)

PA 25-26: Jazz Band (two semesters; minor course) In this course, students will learn and perform music from the jazz-rock repertoire. The band will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. The Jazz Band is a performance-oriented course. It will stress the development of musical abilities through individual practice, rehearsals and regular performance. (Prerequisite: rudimentary fluency on a musical instrument)

PA 27-28: Chorus (two semesters; minor course) In The Academy Singers, the oldest performing ensemble of the Academy, students will learn and perform vocal music from all periods from the standard repertoire to contemporary songs. The chorus will perform regularly in Fine Arts concerts and as the needs of the Academy dictate. Chorus is a performance-oriented course. It will stress the development of vocal musical abilities through individual practice, rehearsals and regular performance.

PA 31: Music History (fall; half-credit) This course covers all periods of music history from the Middle Ages to the present. Emphasis is placed on the study of notation, form and sociological influences on music. Some background in music theory is helpful, but not necessary. This is a course for the adventurous listener as well as the musician.

PA 41-42: Music Theory (two semesters) This course offers students an introduction to the basic elements of music through performance, composition and improvisation, stressing contemporary, classical, jazz and rock styles. The student is required to bring his/her instrument to class. The course is a combination of history, theory and performance, providing stimuli for accelerated

individual progress while engaging in a team endeavor. (Intermediate fluency on an instrument and an audition are required for enrollment.)

PA 43-44: Advanced Improvisational Music (two semesters; minor course) This is a continuation of the theory workshop course, with an emphasis on performance and in-depth analysis of major jazz and rock styles. It is particularly effective in the small, private school music curriculum because it is ideally suited for a small ensemble of any orchestration and deals with the many aspects of jazz. (An audition and a previous theory course are prerequisites.)

PA 47-48: Advanced Vocal Technique (two semesters; minor course) The vocal equivalent of PA 43-44, this course emphasizes performance of all vocal styles, from madrigals, motets, the classical repertoire to Broadway and jazz standards. (Audition required)

PA 91-92: Independent Study in Performing Arts (two semesters; minor course) This course offers individual study in a topic as arranged by the student in consultation with an instructor from the Department prior to June 1, 1995 for semester one and prior to December 1, 1995 for semester two.

Private Lessons Individual weekly lessons on most instruments, voice and dance are available at approximately \$200 per quarter. Most orchestral instruments, piano, guitar and organ are possibilities.

***Note:** Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, students must indicate both first and second choices for each semester on the course registration form.*

Seminars

Human Relations and Sexuality Seminar This optional, highly recommended, non-credit, evening seminar program is recommended for all juniors and seniors. The small discussion groups are guided by members of the faculty who choose to help adolescents understand themselves, their peers and their sexuality more completely.

HS 81-82 This is an "extra credit" seminar that meets for 90 minutes in the evening every other week. The course is not graded, but a weight is added to each student's grade-point average based upon quality of

participation and preparation. The seminar focuses on issues that cut across disciplines and cover a wide range of topics. Students petition to enter the course, which is open to students from all years.

Extra Help and Tutoring

Extra Help The Governor Dummer faculty goes out of its way to provide short-term extra help to students. Here it is “uncool” and unwise not to avail oneself of this extra resource. In fact, faculty may insist upon freshmen and sophomores—even new juniors—meeting with them for clarification and suggestions, and they stand ready and willing to assist juniors and seniors who take the initiative to seek their guidance. Mutually free periods and evenings are all good times to help oneself master a sticky subject or to catch up after an excused absence.

Tutoring The Academic Office and Tutoring Club manage a limited student-to-student tutoring service in which capable, older students make themselves available to help other students. This supplements extra-help sessions with teachers. Good private tutors are few—and sometimes non-existent in some subjects—but the Academy can help arrange for them on a contractual basis. The tutors who are available must be reserved for those in greatest need. The Academy will not sanction the use of private tutors unless a teacher first finds that normal extra-help sessions are insufficient. Even while tutoring privately, students must maintain extra contact with their teachers.

Reading & Study Skills Enrichment (non-credit) The Academy will enlist the services of an outside agency to provide, for a fee, an enrichment course in improved reading proficiency and study skills. The course is designed to be helpful to every student, regardless of his/her current capabilities. Specific information will be sent to students and families in advance for registration. Of course, these skills are taught in all parts of the formal curriculum by our own faculty.

Remedial Work The Academy does not have the specially-trained staff and facilities to provide remedial or developmental work as those terms are usually understood.

Professional Testing and Tutoring Specialists Occasionally the faculty will find reason to recommend a specialized educational evaluation for a student. This extra documentation is required whenever a waiver of a normal graduation requirement is being

considered. When the findings suggest retaining a specially trained tutor to support the student, the Academy will endeavor to help locate such a resource. Experience says that this is not easy, however.

Senior Spring Term Projects

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, seniors- and juniors-to-be may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November.

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature. All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- overall grade-point average (1.7)

in their courses in order to take a Senior Spring Term Project through the third quarter. A student who wishes to do a project may petition through the Academic Dean’s office if his/her grade-point average is lower than a C-.

2. Students may drop up to three classes, but are encouraged to limit the number of courses dropped. Any courses that require an AP exam may not be dropped. No distribution requirements may be dropped for a Spring Term Project, except for a fourth year of English. Also, the following one-semester courses may not be dropped: MA42, CS 40 and HS64.
3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam.
4. Students must get the class teacher’s approval in order to drop a class. The class teacher will determine if the student’s performance merits leaving the class by judging the student’s overall standing in the course. The teacher should consider timeliness of homework, as well as level of achievement.

Name Connor Bergmann Semester Fall

	Monday	Tuesday	Wednesday	Thursday	Friday
7:45-7:55	School meeting	Advisor/Class	Chapel	School meeting	School meeting
8:00-9:00	A1 AP U.S. History	8:00-9:30 D1 Photography	A2 AP U.S. History	8:00-9:30 D2 Photography	A3 AP U.S. History
9:05-10:05	B1 Junior English	9:30-9:55 Break	B2 Junior English	9:30-9:55 Break	B3 Junior English
10:05-10:25	Break	9:55-11:25 E1	Break	9:55-11:25 E2	Break
10:25-11:25	C1 French III	Accelerated Physics	C2 French III	Accelerated Physics	C3 French III
11:30-12:00	Elective 1 1st Lunch F1 Chorus	Elective 1 1st Lunch F2 Lunch	Elective 1 1st Lunch F3 Study	Elective 1 1st Lunch F4 Chorus	Elective 1 1st Lunch F5 Lunch
12:00-12:30	Elective 2 2nd Lunch G1 Chorus	Elective 2 2nd Lunch G2 Study	Elective 2 2nd Lunch G3 Study	Elective 2 2nd Lunch G4 Chorus	Elective 2 2nd Lunch G5 Study
12:30-1:00	Elective 3 3rd Lunch H1 Lunch	Elective 3 3rd Lunch H2 Study	Elective 3 3rd Lunch H3 Lunch	Elective 3 3rd Lunch H4 Lunch	Elective 3 3rd Lunch H5 Study
1:05-2:35	I1 AP U.S. History	1:05-2:35 I2 AB Calculus	Afternoon Program	1:05-2:35 I4 AB Calculus	I5 Accelerated Physics
2:40-3:10	J1 Study	J2		J3	J4 Study

Faculty

Peter W. Bragdon

Headmaster
Harvard College 1959, B.A.
Harvard Graduate School
of Education 1960, M.A.T.
Appointed July, 1983

Robert E. Anderson

*Associate Director of Athletics;
Biology*
Kenyon College 1957, A.B.
Appointed September, 1957

Richard N. Leavitt

Mathematics
Amherst College 1964, A.B.
Bowdoin College 1971, M.A.
Appointed September, 1964

Pierre N. Baratelli

*French; Director of Humanities
Program*
University of Colorado 1956, B.A.
1959, M.A.
University of Dijon
University of Texas
Appointed September 1967

Michael A. Moonves

*Associate Director of Development
and Director of Alumni-Parent
Relations*
Trinity College 1966, B.A.
Appointed September, 1969

Alexander W. White

Spanish
Trinity College 1967, B.A.
New York University 1972, M.A.
Appointed, September, 1971

David S. Abusamra

French, Spanish
Holy Cross College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Laurel E. Abusamra

French, Spanish
Hollins College 1969, B.A.
Middlebury College 1970, M.A.
Appointed September, 1972

Katherine Krall Guy

French, Spanish
Oberlin College 1971, B.A.
Tufts University 1978, M.A.
Appointed September, 1977

Stephen C. Metz

*Department Chair, Science;
Chemistry*
Trinity College 1972, B.S.
Boston University 1976, M.A.
Worcester Polytechnic Institute
1994, M.S.
Appointed September, 1978

Christopher D. Stowens

Department Chair, Arts
Colgate University 1972, B.A.
New England Conservatory of
Music 1979, M.A.
Appointed September, 1978

Albert T. Finn, Jr.

English
Dartmouth College 1975, A.B.
University of London, 1974
University of Michigan 1977, M.A.
Appointed September, 1979

Wallace H. Rowe, III

English
Princeton University 1953, B.A.
Harvard University 1956, M.A.T.
Trinity College 1965, M.A.
Appointed September, 1979

Robert H. Colgate

Mathematics
Gettysburg College 1969, B.A.
University of New Hampshire
1980, M.Ed.
Appointed September, 1980

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Physics, Science 2000
Northeastern University, 1966, A.B.
Clarkson College 1970, M.S.
Appointed September, 1980

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Art
University of Colorado 1959, B.A.
Goddard College 1974, M.S.
Appointed September, 1982

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Dean of Students
University of Vermont 1969, B.A.
Antioch College 1993, M.Ed.
Appointed September, 1983

Lawrence T. Piatelli

Assistant Headmaster, History
Harvard University 1975, B.A.
Boston University 1976, M.Ed.
Appointed September, 1984

Elizabeth A. Ruhl

Counselor, History
Gordon College 1978, B.A.
Northeastern University 1979, M.Ed.
Appointed September, 1984

Michael H. Karin, Jr.

Mathematics, Computer Science
Bates College 1985, B.S.
University of New Hampshire
1993, M.S.T.
Appointed September, 1985

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*Department Chair, Foreign
Languages; German*
Boston College 1973, B.A.
Tufts University 1981, M.A.
Appointed September, 1985

Paul H. Wann

English, Drama
University of Minnesota 1971, B.A.
Tufts University 1974, M.A.
Appointed September, 1985

Janet E. Adams-Wall

Director of College Counseling
Washington State University
1975, B.A.
University of Southern Maine
1980, M.S.
Appointed September, 1986

Perry D. Nelson

History
Williams College 1979, B.A.
Harvard University 1987, M.Ed.
Appointed September, 1987

Irina Okula

Art
Frontbonne College 1966, B.A.
Southern Illinois University
1971, M.F.A.
Appointed September, 1987

Elaine B. White

Department Chair, English
Bates College 1986, B.A.
Middlebury College 1992, M.A.
Appointed September, 1988

Richard H. Searles

English
Dartmouth College 1974, A.B.
University of Iowa 1977, M.A.
Appointed September, 1988

Kelly Eaton

Assistant Athletic Trainer
University of New Hampshire
1988, B.S.
Appointed September, 1987

Brian P. Lenane

Academic Dean
Franklin and Marshall College
1976, B.A.
Wharton School of Business
1978, M.B.A.
Harvard University 1992, C.A.S.
Appointed September, 1989

Susan C. Lenane

Department Chair, Mathematics
Franklin and Marshall College
1977, B.A.
Cambridge College 1994, M.Ed.
Appointed September, 1989

David J. Van Ness

Mathematics
Trenton State College 1969, B.A.
Trenton State College 1970, M.A.
Appointed September, 1989

Richard R. Savage

Business Manager
Boston College 1965, B.S.
Appointed March, 1990

Leonard S. Ceglarski, Jr.

History, Weekend Coordinator
Middlebury College 1977, B.A.
Appointed August, 1990

David L. Bergmann

Director of Communications
Boston University, 1974, B.S.
Appointed August, 1990

Sally C. Jarrett

English
University of New Hampshire
1985, B.A.
Cambridge College 1994, M.Ed.
Appointed September, 1990

Kristin S. Vogel

History
St. Lawrence University 1989, B.A.
Boston College 1994, M.A.
Appointed September, 1990

David R. Gosse

Mathematics
Bowdoin College 1958, A.B.
Wesleyan University
1966, M.A.L.S.
University of Michigan
Boston University
Appointed September, 1990

Nancy M. Bailey

Nurse
Catherine Laboure School of
Nursing 1956, B.S.
Appointed September, 1991

Karen A. Bouffard

Physics, Science 2000
Duquesne University 1968, B.A.
Harvard University
University of Massachusetts
Appointed September, 1991

Fontaine C. Bradley

Chemistry
Tufts University 1973, B.S.
University of New Hampshire
1984 Ph.D.
Appointed September, 1991

Jeffrey P. Kelly

Latin
Haverford College 1989, B.A.
Appointed January, 1991

Mary Leary

Librarian
Cardinal Cushing College
1967, B.A.
Appointed September, 1991

Sarah Bayard Southam

*Biology, Chemistry,
Science 2000*
Dartmouth College 1987, B.A.
Harvard Graduate School of
Education 1991, Ed.M.
Appointed September, 1991

Jeffrey S. Wotton

Head Athletic Trainer
University of New Hampshire
1991, B.S.
Appointed September, 1991

Keith E. Cassell

*Director of Admissions and Director
of Financial Aid*
Hobart College 1982, B.A.
Appointed September, 1992

Janet Epstein, R.N.

Health Education Instructor
Northeastern University 1973, A.S.
Appointed September, 1992

Heather A. Hyslop Johnson

Director of Admissions
Carleton College 1988, B.A.
University of Massachusetts
1992, M.Ed.
Appointed September, 1992

Karen E. McGinley
Director of Development
 Wheaton College 1983, B.A.
 Appointed September, 1992

David Oxtan
Photography
 Boston University, School
 of Fine Arts
 Massachusetts College of Art
 Appointed September, 1992

William F. Quigley, Jr.
Department Chairman, History
 Middlebury College 1978, B.A.
 Appointed September, 1992

Carroll Clark
History
 Harvard University 1992, B.A.
 Appointed September, 1993

Mark Gerry
Mathematics
 Williams College 1979, B.A.
 Appointed September, 1993

Leslie Robertson
Vocal Music
 Berklee College of Music
 1993, B.F.A.
 Appointed September, 1993

Peter Southam
Science
 Dartmouth College 1987, B.A.
 Massachusetts Institute of
 Technology 1993, M.S.
 Appointed September, 1993

Isaiah Suggs
Mathematics
 Salem State College 1994, B.A.
 Appointed September, 1993

Scott Purdy
English
 Williams College 1988, B.A.
 Appointed January, 1994

Claudia Stern
English
 Long Island University 1968, B.A.
 University of New Hampshire, M.A.
 Appointed February, 1994

David S. Hudson
*Science; Director of Afternoon
 Activities; Director of Athletics*
 St. Lawrence University 1980, B.A.
 St. Lawrence University 1982, M.Ed.
 Appointed September, 1994

Susan Oleszko-Szuts
Science
 Purdue University 1966, B.S.
 Johns Hopkins University
 1973, Ph.D.
 Appointed September, 1994

Elizabeth Ann Malbre
Associate Dean of Students
 Trinity College 1986, B.S.
 Simmons College 1990, M.A.T.
 Appointed September, 1994

Special Faculty

Fontaine Dollas-Dubus
Dance

John Johnson
Dormitory

Mary Ellen Karin
Dormitory, Coaching

Jane Piatelli
Dormitory

Staff

Gregory Andrade
Food Service

Mary Bateman
Nurse, Health Center

Mark Bernier
Food Service

Deborah Bolton
Buildings and Grounds

Mary Brown
Advisor, Minority Students

Pat Butler
Secretary, Admissions

Patricia Carroll
Food Service

Cathy Ceglarski
Secretary, Admissions Office

Anita Ceven-Leonard
Secretary, Health Center

Anita Chase
Library

Margaret Childs
Tutor

Robert Chouinard
Buildings and Grounds

John Clarkson
Buildings and Grounds

Joyce Colby
Food Service

Margaret Corrigan, R.N.
Nurse, Health Center

Robert Corthell
Driver's Education

Peter Courtney
Buildings and Grounds

Jose Cruz
Food Service

Brian Cummings
Buildings and Grounds

Roger Cummings
Buildings and Grounds

Sandra Dasho
Secretary, Academic Office

Christopher Dawkins
Food Service

Charlene Dennis
Food Service

Jeffrey Divincentis
Food Service

Joyce Dixon
Food Service

Michael Dupray
Food Service

Sumner Ellis
Athletic Store

Kathleen Ells
Tutor

Alice Foley
Food Service

Irene P. Freeman
*Administrative Assistant to the
 Headmaster and to the Assistant
 Headmaster*

Constance Gannett
Food Service

Tina Gibbons
Food Service

Sharman Gingrich, M.D.
School Physician

Angela Griffin
Food Service

Gene Haley
Tutor

Joanna Hallisey
Assistant to the Librarian

Barbara Hart, R.N.
Nurse, Health Center

Nancy Haug
Food Service

Keith Hickey
Food Service

Catherine Hill
Food Service

Linda Himeon
Food Service

Mel Huberdeau
Buildings and Grounds

Judith Kaufman
Library

Erica Keating
*Assistant Director of
 Communications*

Tammy Keimach
Bursar

David Kelly
Food Service

Sandra Keyes
*Office Manager, Development
 Office*

Kenneth Keyes
Buildings and Grounds

H. Lester Kirkpatrick
*Superintendent, Building and
 Grounds*

Robert Kochakion
Buildings and Grounds

Elaine Krol
Bookkeeper

Jennifer LaCombe
Secretary, Development Office

Jason Lacroix
Buildings and Grounds

Josiane Lubenec, R.N.
Nurse, Health Center

Helen MacBurnie
Food Service

Elizabeth Marshall
Buildings and Grounds

Marilyn McKeen
Food Service

Judith McKinney
Registrar

Melody McKinney
Library

Margaret Miller
Tutor

Richard Mobley
Tutor

Kimberly Moore
Nurse, Health Center

Elizabeth Morris
Tutor

Pam Newcombe
Library

Britt O'Donnell
Secretary, Main Office

Mary Jane Olney
Tutor

Estelle Passeri
Nurse, Health Center

Charlene F. Patten
Assistant to the Business Manager

Elizabeth Paszko
Tutor

Nancy Perkins
Typing

Kevin Pine
Buildings and Grounds

John Plumer
Buildings and Grounds

Madeline Power
Food Service

Rebecca Purdy
Tutor

Luceille Roaf
Bookstore Manager

Stephanie Roaf
Food Service

Bruce Rogers
Buildings and Grounds

Carol Rowe
Tutor

Joan C. Ryan
Secretary, Admissions Office

Kathleen Rybicki
Assistant Bursar

Carolyn Sargent
Food Service

Susan T. Savage
Secretary, College Office

Michael Sheppard
Food Service

Harold Short
Buildings and Grounds

Janet Short
Receptionist

Erin Silvia
Food Service

Christine Smith
Food Service

Hildegard Stromski
Receptionist

Emily Talmage
Food Service

Patricia Thomas
Bookkeeper

Linda Thomson
Director of Summer Programs

Paul Thornton
Food Service

Ann Topic
Tutor

Susan True
Receptionist

David Weigel
Director of Food Service

Regina Wesson
Tutor

Emily Wright
Food Service

Ruth Young
Receptionist

Chris Zalewski
Buildings and Grounds

Michael Zraket
Tutor

Governor Dummer Allies

The Allies is the parent's organization at Governor Dummer Academy which provides the vital link between school and family. The organization's objective is to preserve and build the Academy, to increase and extend its educational powers and to foster interest in the school. Funds are raised to award scholarships, lend added support to the school newspaper, yearbook, guest speakers, student clubs and teacher allocation requests. The Allies sponsors the Golf and Tennis Tournament, Parent's Weekend, Dinner Theaters, International Dinner and the Grandparent's Tea. Birthday cakes and exam survival kits are also provided to interested students. Meetings are held on the second Wednesday of each month at the Mansion House, home of Headmaster Peter and Dottie Bragdon.

Judy Gore, *President*
Denise McManus, *Vice President*
Susan Dow, *Treasurer*
Karen Griffith, *Recording Secretary*
Mary Berry, *Corresponding Secretary*

Board Members
Linda Abernathy, Jane Batchelder, Anne Benedict, Dorothy Bragdon, Patricia Byrne, Bernard Christopher, Phyllis Cutler, Maryjane Doorly, Elaine D'Orio, Judy Fallon, Sarah Fyrberg, Diana Gould, Andrea Holbrook, Karen Lipman, Joann Marden, Cara Martin, Sheila McCandless, Hazel Odell, Jane Panall, Susan Renna, Helga Senko, Sandra Titcomb, Patricia Walters, Sheila Whittier.

Endowed Scholarship Funds

Governor Dummer Academy awards more than \$1,000,000 annually in scholarships to deserving students, based upon demonstrated ability and need. Governor Dummer Academy's scholarships are made possible through gifts from alumni and friends, operating funds and by income from the following endowed funds established through the years:

The Charles Z. Abuza Memorial Scholarship
Established in 1988 by his family and friends in memory of this alumnus, Class of '53

The George I. Alden Scholarship
Established in 1989 by the George I. Alden Trust of Worcester, Massachusetts and alumni

The Alumni Scholarship Fund
Established and supported by Governor Dummer Academy alumni to provide financial aid to deserving students

The Francis R. Appleton Fund
Established in 1909 by Francis R. Appleton

The Col. Harold H. Audet Scholarship Fund
Established in 1989 by Dr. Harold H. Audet '38 for a "day boy" from Newburyport, Massachusetts

The James Barriskill Fund
Established in 1960 in memory of the former Governor Dummer Academy master teacher (1949-1960)

The William L. Brian III Memorial Scholarship Fund
Established in 1990 by his family and classmates in honor of this alumnus, Class of '59

The David Knowles Chilton Memorial Scholarship Fund
Established in 1986 by Mr. and Mrs. Herman Chilton in memory of their son, awarded to a student "who best demonstrates the high principles of Governor Dummer Academy"

The Edmund Coffin Coleman Scholarship Fund
Established in 1939 through the will of Elizabeth Tappan to provide aid for scholarship

The Corning Fund

Established in 1989 by Nathan E. Corning to provide financial assistance to the children of Governor Dummer Academy staff

The Cummings Scholarship Fund

Established in 1948 by Mrs. Fred T. Cummings in memory of her husband and in honor of their son Allen H. Cummings '48

The Richard Little Dodge Fund

Established in 1940 in memory of this alumnus by his family

The Edward W. Eames Scholarship Fund

Established in 1975 in tribute to the headmaster who led the Academy for 29 years

The Eastman Fund

Established in 1983 by the bequest of Elizabeth Eastman Hall in memory of her nephews Roger Kimball Eastman, Jr. and Charles Bond Warner Eastman

The Vida F. Ellison Scholarship

Established in 1989 by William G. Griffith '37 and John E. Griffith '40 for a student from Colorado or Wyoming

The Ellsworth Family Scholarship Fund

Established in 1990 by David H. Ellsworth '48 in honor of his family

The G. Heberton Evans III Memorial Scholarship Fund

Established in 1985 in memory of the teacher, coach and dorm parent of 34 years

The Richard Hawkes Francis

Scholarship Fund Established in 1930 in memory of this alumnus by his family

The Friend Family Scholarship Fund

Established in 1987 by trustee Mirick Friend '59 and family in memory of his father Robert A. Friend

The William Pinkham Gove Scholarship Fund

Established in 1926 by his wife and son

The Joanna Grugeon Scholarship Fund

Established in 1990 by her family, faculty and friends in memory of this Governor Dummer Academy master teacher

The Carl D. Hale Scholarship Fund

Established in 1970 through the will of Grace Hale in memory of her husband, to provide financial aid

The Henley Group Scholarship Fund

Established in 1988 by the Henley Group, Inc. of Hampton, NH, to benefit a deserving student

The Janet G. Higgins Memorial Scholarship Fund

Established in 1976 in her memory by her family and friends

The Bernard K. Holdsworth Scholarship Fund

Established in 1987 by Clifford Holdsworth in memory of his son, a member of the Class of '44

The Ingham Scholarship Fund

Established in 1927 by the family of the late Samuel Kellogg Ingham, whose son Dr. Charles C. Ingham became the 22nd headmaster of Governor Dummer Academy

The E. Randall Jackson Memorial Fund

Established in 1966 by the bequest of his wife Lillian A. Jackson, to benefit a young person from Danvers, Massachusetts

The Christian A. Johnson Endeavor Foundation Scholarship Fund

Established in 1982 to enable a worthy student to attend an independent school

The Kitchell Family Scholarship Fund

Established in 1989 by Frank Kitchell '35. Members of the Kitchell family who attended the Academy include Frank '35, Peter '36, Samuel '38 and Webster '48

The George Laite Scholarship Fund

Established in memory of this alumnus from the Class of '31 by his family

The Leary Family Scholarship Fund

Established in 1989 by Jack ('48) and Mary Leary and their children, '79 '81 '82 '84 '85, to benefit a student from Newburyport, Massachusetts, demonstrating a strong personal character and financial need

The Barry Nelson Lougee Scholarship Fund

Established in 1989 to honor this alumnus of the Class of '51 by his classmates and family

The Burton Machinist Scholarship Fund

Established in 1987 by his family to honor this Class of '36 graduate

The Magrane Family Scholarship Fund

Established in 1994 by members of the Magrane family—Mrs. Elizabeth Magrane P'65 '67, J. Scott Magrane '65 and Ross Magrane '67—to benefit a student who contributes to all aspects of the Academy.

The David Macomber Scholarship Fund

Established in 1978 in his memory by his family and the class of 1957

The Thomas McClary Mercer Scholarship Fund

Established in 1992 by Charles A. Goodrich III '39 in appreciation for all this former English master teacher contributed to the Academy

The Montrone Family Scholarship Fund

Established in 1988 by Mr. and Mrs. Paul Montrone P'82 '87 to benefit a deserving student from the New Hampshire seacoast area

The C.W. & L.H. Morse Scholarship Fund

Established in 1988 by the Morse family in honor of Charles W. and Louise H. Morse of Newburyport, Massachusetts, given by their sons and grandsons, seven alumni of the Academy

The Howard J. Navins Scholarship Fund

Established in 1988 by a former student and alumni in honor of this teacher, coach and master teacher of 41 years to recognize courage and high personal standards

The Edward Parish Noyes Fund

Established in 1915 in memory of the former student (class of 1873) and trustee (1895-1913) by Joseph Lee of Boston

The Ben Pearson Scholarship Fund

Established in 1988 by Benjamin Pearson IX '44 and Anne Pearson of Byfield in honor of a five-generation relationship with Governor Dummer Academy

The Carl A. Pescosolido, Jr. '55 Award

Established in 1992 by family and friends of Carl A. "Skip" Pescosolido, Jr., president of the Academy's Board of Trustees from 1980-92. The award is presented annually to the top male and female scholar-athletes in the senior class whose academic and athletic performances exhibit the character and commitment to excellence of Carl A. Pescosolido, Jr.

The Reader's Digest Endowed Scholarship Fund

Established in 1981 by the Reader's Digest in honor of DeWitt Wallace, its founder

The Peter R. Remis '52 and James A. Remis '84 Scholarship Fund

Established in 1991 by Linda Remis Schwartz in memory of her husband Peter and son Jamie. Peter Remis served the Academy for many years as a trustee and donor

The Revere Scholarship Charitable Trust

Established in 1982 by Howard Zuker '57 for deserving students from Revere, MA

The 1763 Scholarship Fund
Established in 1946 by the
Alumni Association

**The Arthur W. Sager
Scholarship Fund**
Established in 1987 by his friend
C. Thomas Tenney '39, to bene-
fit deserving students from the
state of Maine

**The Ellsworth H. Sherin
Memorial Scholarship Fund**
Established in 1985 by his chil-
dren and employees

**The Senator Benjamin A.
Smith II '35 Scholarship Fund**
Established in 1991 by family
and friends in memory of U.S.
Senator Ben Smith to benefit a
deserving student

**The Grace S. Tisdale
Memorial Scholarship Fund**
Established in 1981 by Mr. and
Mrs. Arthur Buettner of Auburn,
Maine, in memory of Mrs.
Buettner's mother

The Richard Tucker Fund
Established in 1930 in his mem-
ory by family and friends

The Asa Wilson Waters Fund
Established in 1930 by her
bequest in honor of her son and
grandson

**The Timothy Rogers
Whittemore Fund**
Established in 1963 in his
memory, by his sophomore
classmates

**The Thomas N. Willins
Scholarship Fund**
Established in 1990 and given in
memory of his father by Thomas
N. Willins, Jr., Class of '33

**The Nathan N. Withington
Scholarship Fund**
Established in 1990 by a class-
mate in honor of this alumnus
and trustee. Class of '58

**The John Young Scholarship
Fund**
Established in 1943 by Dr. John
Young

College Matriculation

The colleges and universities to
which one or more members of
Governor Dummer Academy's
Class of 1994 matriculated
include:

- Arizona State University
- Babson College
- Bard College
- Bates College
- Bentley College
- Boston College
- Boston University
- Bowdoin College
- Brown University
- Bryn Mawr College
- Catholic University of America
- College of the Holy Cross
- Colorado College
- Cornell University
- Davidson College
- Drew University
- Elmira College
- George Washington University
- Georgetown University
- Gettysburg College

- Green Mountain College
- Hamilton College
- Hartwick College
- Harvard College
- Haverford College
- Hobart College
- Ithaca College
- Lawrence University
- Middlebury College
- New York University
- Northeastern University
- Occidental College
- Pomona College
- Providence College
- Purdue University
- Roanoke College
- Rollins College
- Saint Michael's College
- School of the Museum
of Fine Arts
- Skidmore College
- St. Lawrence University
- State University of New York
at Oswego
- Syracuse University
- Tulane University

- Union College
- University of Arizona
- University of Chicago
- University of Colorado
at Boulder
- University of Connecticut
- University of Hartford
- University of Massachusetts
- University of New Hampshire
- University of Southern
California
- University of Tulsa
- University of Vermont
- University of Wisconsin
(Madison)
- Ursinus College
- Vanderbilt University
- Washington University
- Wellesley College
- West Point
- Whittier College
- William Smith College

(Thirteen of these listed represent
Early Action or Early Decision
admissions.)

Travel Information

From the South
Take Interstate 95 north to Exit 55,
Central Street, Byfield. Follow the
red Governor Dummer Academy
signs, which mark the route: Bear
right off the ramp and onto a wind-
ing country road. Bear right at the
intersection of Orchard Street and
School Street and drive over a
small bridge. Follow School Street
to the stop sign at Elm Street. Turn
left and travel another mile before
turning left onto the campus at the
GDA sign.

**From the South
(alternate route)**
Take U.S. Route 1 north 33 miles
from Boston. Three miles beyond
the intersection of Rts 1 and 133,
at the second blinking yellow light,
is the entrance to Governor
Dummer Academy, marked by a
sign on the left. Turn left here,
drive under the footbridge and turn
right into the school at the GDA
sign.

From the North
Take Interstate 95 south to
Exit 55, Central Street, Byfield.

Follow the red Governor Dummer
Academy signs, which mark the
route: Bear left off the ramp, over
the highway and onto a winding
country road. Bear right at the
intersection of Orchard Street and
School Street and drive over a
small bridge. Follow School Street
to the stop sign at Elm Street.
Turn left and travel another mile
before turning left onto the cam-
pus at the GDA sign.

**From the North
(alternate route)**
Take U.S. Route 1 four miles
south of the Newburyport rotary
to the flashing yellow light. The
GDA sign will be on your right.
Turn right onto Elm Street and
drive under the footbridge to the
next GDA sign on your right.
Turn right onto the Academy cam-
pus.

From Logan Airport
Take Route 1A north for a few
miles. At the intersection of routes
1A and 60, bear left onto Route
60. Take Route 60 to Route 1
north, and follow Route 1 to

Interstate 95 north. Take Interstate
95 north to Exit 55, Central Street,
Byfield. Follow the red Governor
Dummer Academy signs, which
mark the route: Bear right off the
ramp onto a winding country road.
Bear right at the intersection of
Orchard Street and School Street
and drive over a small bridge.
Follow School Street to the stop
sign at Elm Street. Turn left and
travel another mile before turning
left onto the campus at the GDA
sign.

Other Means
Private airplanes may land conve-
niently at the Beverly, Lawrence
and Plum Island airports. Ground
transportation should be arranged in
advance from those airports. Buses
between Boston and Portland,
Maine, stop in Newburyport. Taxis
are available there for the five-mile
drive to the Academy. The closest
train station is in Ipswich, a ten-
minute drive from GDA, where
taxis also are available.

Admissions

The successful Governor Dummer Academy applicant is a highly motivated student who has demonstrated ability, promise and character—a student who will both gain from the GDA experience and contribute to it.

The Admissions Committee takes into consideration school performance, test scores, recommendations, extracurricular involvement and impressions from the personal GDA interview which is required for all applicants.

While most new students enter Governor Dummer in the freshman and sophomore years, a few places open each year in the junior class.

In accordance with the Academy's view that cultural diversity is a cornerstone of a thorough education, Governor Dummer encourages students from all backgrounds and areas to apply for admission. The Academy does not set geographic limits for the admission of day students; GDA does not, however, provide daily transportation.

In order to be considered for admission, applicants should fulfill the following requirements:

1. The candidate should contact the Academy in the fall or early winter of the year prior to that which he or she wishes to enter. A personal interview and tour of the GDA campus should be made at that time. If distance makes a visit impractical, the Admissions Office may arrange for an Academy representative to meet the student nearer his or her home. We recommend that appointments be scheduled during the academic day, but are glad to make other arrangements when parent and student schedules make this impossible.
2. The candidate must take the Secondary School Admission Test (SSAT), administered at centers throughout the world on five Saturdays during the year. Registration forms and additional information may be obtained through the Academy or from the Secondary School Admissions Test Board (SSATB), 12 Stockton Street, Princeton, NJ 08540 (609-683-4440). The Academy recommends that the candidate take the December or January SSAT. Governor Dummer also will accept the Independent School Entrance Examination offered by the Educational Records Bureau in New York, 140 West 65th St., New York, NY 10023 (800-989-3721). The Academy

also recommends that international students take the Test of English as a Second Language (TOEFL).

3. The candidate, his/her family and school must complete all application forms. The application should be returned to the Academy as soon as possible with a \$35 fee (\$45 outside the U.S.). The remaining forms, which will be sent by return mail, include a student questionnaire, a request for school records, English and mathematics teachers' recommendations and a personal recommendation. The filing deadline for these forms and the preliminary application is February 1, 1995. Governor Dummer Academy will notify candidates of admissions decisions on March 10, 1995. Parents of those admitted are to respond to the Academy no later than April 10, 1995.
4. Candidates applying for financial aid in the form of grants and loans must meet the requirements of financial need, character and academic potential. If need is indicated on the final application for admission, parents are asked to complete a Parents' Financial Statement form, which should be returned by February 1. If the candidate's parents are separated or divorced, both parents must supply financial information. Scholarship aid totalling approximately \$1,150,000 is awarded to approximately 29 percent of the student body annually without regard for race, color, religious belief or national or ethnic origin.

For *boarding* students the 1994-95 tuition charge is \$20,600.00 payable as follows:

May 1	Initial tuition payment	\$ 2,060
Aug 1	Second tuition payment	\$ 8,240
	Deposit (Smart Card)	\$ 500
	Accident Insurance (opt)	\$ 88
	Tuition refund plan	
Dec 1	Third Tuition Payment	\$ 10,300

For *day* students the 1994-95 tuition charge is \$15,000.00 payable as follows:

May 1	Initial tuition payment	\$ 1,500
Aug 1	Second tuition payment	\$ 6,000
	Deposit (Smart Card)	\$ 500
	Accident Insurance (opt)	\$ 88
	Tuition refund plan	
Dec 1	Third Tuition Payment	\$ 7,500

Governor Dummer Academy Board of Trustees

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Governor Dummer Academy

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